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ABSTRACT

All participants were selected on the basis of their leadership qualities, responsible and identifiable concern with the process of school desegregation, and their activities specifically concentrated in the Richmond Unified School District. Of the sixty-nine adult participants, 37 were teachers and 11 were community persons representing both black and white groups. The students, also representative of various socio-economic backgrounds, were in the ninth, tenth, and eleventh grades. Objectives centered around techniques, skills, and understandings necessary to solve problems incident to desegregation. A leadership training model to highlight common factors, was created. The Institute, which afforded the participants the opportunity for interpersonal relationships across race, class, and age lines, was held from June 23 to July 14, 1967. (Authors/CB)

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SCHOOL DESEGREGATION

AUTHORS OF REPORT: Marie Fielder
Louise M. Dyckman

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c.	Alan B. Wilson <u>Problems in Race Relations in Richmond</u>	

I. FULL DESCRIPTION OF PROGRAM

Introduction

The format of this section is designed to capture the dynamics of the interrelation and interaction operating in the Institute and to reveal the objectives in operation. The phase covers recruitment, orientation and the day-to-day activities of the Institute. The overlap between the '66 and '67 Institute is described as a way of completing the follow-up program of the former by involving the '66 participants in the selection of the '67 participants and in their lead-up activities. This involvement and interdependence enlarged and strengthened the school task force for school desegregation in the Richmond Unified School District.

The procedures were successful in achieving the following objectives stated in the proposal:

I. OBJECTIVES

1. To provide an improved and continuing training institute.
 - a. Developing and making more effective, through the use of new and innovative techniques, the skills and understandings needed to confront and solve educational problems incident to school desegregation-integration.
 - b. Communicating to an increasing number of school personnel and community persons the educator's role in effecting sound, sensitive and appropriate solutions to the problems incident to desegregation-integration.
 - c. Training the 1966 Institute participants to increase their span of influence as leaders who are skilled in handling the problems incident to desegregation in their immediate schools, ethnic pockets of their communities and the Richmond Unified School District.

- d. Creating a model of leadership training indigenous to Richmond that will highlight the common factors which relate to Richmond and other areas facing similar problems.
 - e. Apprising participants of the fact that realistic and effective leadership must deal with political dimensions in solving problems of desegregation-integration.
2. The institute will concentrate on the following specific additional objectives:
- a. How to increase, utilize and strengthen the lines of communication and cooperative action developed between school district personnel and school concerned community groups (civil rights and others).
 - d.* To afford opportunities for interpersonal relationships across race and class lines in which the skills of using democratic processes in emotionally charged and conflicting situations are practiced.
3. To provide an on-going program for participants of both institutes (1966 and 1967) that will enable them to continue and regenerate at their respective schools and neighborhoods the work and methods developed during the institute.
5. The institute will strive to secure behaviorial change as evidence of cognifitive learning.
6. Emphasis will be placed on the necessity for people of all ages to work together regardless of differences in order to implement solutions to their common problems rather than to define the causes of these problems.

*Numbers and letters are not consecutive because objectives have identified relate specifically to this phase of the Institute covered by this report.

The objectives are identified specifically as relevant to the phase of the Institute covered by this report. Other objectives were omitted because they lacked the degree of confidence or the documentation necessary for inclusion. Such other goals as the involvement of a larger segment of the community, the implementation of specific strategies, the devising of a developmental program reconciling differences of opinion in regard to desegregation, the actual functioning as a change agent and the planning of seminars, conferences, workshops, group discussions and panels are dependent on the continuing activity of the Institute. These objectives will be central to the Follow-Up Report.

II. PARTICIPANTS

All participants* were selected on the basis of their leadership qualities, responsible and identifiable concern with the process of school desegregation and their activities specifically concentrated in the Richmond Unified School District. In this District, which is made up of the six adjoining cities of Kensington, El Sobrante, El Cerrito, Richmond, San Pablo and Pinole, there are twelve secondary and thirteen elementary schools represented by Institute participants.

The Richmond Unified School District is comprised of forty-eight elementary schools and fifteen secondary schools.

Of the ninety-seven participants completing the summer program of the 1967 Leadership Training Institute in Problems of School Desegregation, ethnic representation consists of the following:

Negro	36
Caucasian	57
Mexican-American	3
Oriental	1

Certificated and Supervisory Personnel range in academic backgrounds are represented as follows:

Teachers	37
School Principals	7
Vice Principals	1
Counselors	3

The School Related Community Resource Persons and Community Resource Persons drawn from the District and represented as follows:

*Of the one-hundred and five participants originally selected eight dropped out for reasons noted on Institute Roster.

Community Persons	11
School-Community Persons	3
Administrative Assistants	2
School Board Member	1

The students, like the adults, are representative of various socio-economic backgrounds found in the District. The various grade levels represented by youth participants are as follows:

Ninth grade	5
Tenth grade	19
Eleventh grade	8

ROSTER

1967 LEADERSHIP TRAINING INSTITUTE IN PROBLEMS OF SCHOOL DESEGREGATION

Richard Antaki, Student
De Anza High School
5000 Valley View Road
Richmond, California

Loraine Bean, Teacher
Bayview Elementary School
3001 16th Street
San Pablo, California

Olivia Bean, Student
Kennedy High School
4300 Cutting Blvd.
Richmond, California

Savannah Bello
Education Chairman - CORE
3305 Florida Avenue
Richmond, California

Brian Benner, Student
Pinole Jr. High School
Samuel Street
Pinole, California

Clarke Blauer, Student
El Cerrito High School
540 Ashbury Avenue
El Cerrito, California

Debbie Bluitt, Student
Kennedy High School
4300 Cutting Blvd.
Richmond, California

Bethel Bodine, Teacher
Downer Jr. High School
1777 Sanford Avenue
San Pablo, California

Bill Bradley, Student
De Anza High School
5000 Valley View Road
Richmond, California

Paul Brown, Teacher
De Anza High School
5000 Valley View Road
Richmond, California

Susan Bueno, Student
Gompers Jr. High School
924 So. 47th Street
Richmond, California

Wesley Buth, Student
Richmond High School
1250 23rd Street
Richmond, California

Thelmas Carder, Teacher
Portola Jr. High School
1021 Navellier Street
El Cerrito, California

Lawrence Chapman, Counselor¹
Adams Jr. High School
Arlington and Patterson Streets
Richmond, California

Alice Chinsky, Teacher
Nysttom Elementary
230 So. 10th Street
Richmond, California

Milton Combs, Student
El Cerrito High School
540 Ashbury Avenue
El Cerrito, California

Helen Coppla, Teacher
Nystrom Elementary School
230 So. 10th Street
Richmond, California

Wanda Cox, Student
Richmond High School
1250 23rd Street
Richmond, California

Sterling Crouch, Principal
Downer Jr. High School
1777 Sanford Avenue
San Pablo, California

Vernon Dahl, Vice-Principal
Downer Jr. High School
1777 Sanford Avenue
San Pablo, California

Mike de la Garza, Student
Richmond High School
1250 23rd Street
Richmond, California

Karen DeBeal, Student
De Anza High School
5000 Valley View Road
Richmond, California

Cindy Rose Dorr, Student
Pinole Jr. High School
Samuel Street
Pinole, California

Ida Dunson, Teacher
Lincoln Elementary School
29 Sixth Street
Richmond, California

Ann Dyas, Teacher
Verde Elementary School
2000 Giaramita Street
Richmond, California

Maxine Eason, Community
3635 Ohio Street
Richmond, California

Beulah Edgett, Community -YWCA
3230 MacDonald Avenue
Richmond, California

Robert France, Principal²
Ells High School
130 33rd Street
Richmond, California

Virgil Gay, Board Member³
Richmond Board of Education
1108 Bissell Avenue
Richmond, California

Mildred J. Germany, Community
505 Pennsylvania Avenue
Richmond, California

Fran Gillis, Community
5833 Robinhood Drive
El Sobrante, California

Lawrence Gonzales, Community⁴
Spanish-Speaking Organizations
441 South 17th Street
Richmond, California

Pat Gordon, Community
985 35th Street
Richmond, California

David Gray, Principal
Richmond High School
1250 23rd Street
Richmond, California

Gary Griffieth, Student
El Cerrito High School
540 Ashbury Avenue
El Cerrito, California

Sylvie Griffiths, Community
1025 Arlington Blvd.
El Cerrito, California

David Guthartz, Student
Kennedy High School
4300 Cutting Blvd.
Richmond, California

Ralph Harris, Director of Special Services
Richmond Unified School District
1108 Bissell Avenue
Richmond, California

Jackie Hendrix, Student
Gompers High School
924 So. 47th Street
Richmond, California

Vivian Hilburn, Teacher
Granada Jr. High
4335 State Avenue
Richmond, California

Milton Hill, School-Community Aide
Verde Elementary School
2000 Giaramita Street
Richmond, California

Fulton Hodges, Teacher
Downer Jr. High School
1777 Sanford Avenue
San Pablo, California

Charles Holford, Counselor
Roosevelt Jr. High School
157 Ninth Street
Richmond, California

Stanley Houska, Teacher
Downer Jr. High School
1777 Sanford Avenue
San Pablo, California

Cynthia Isabell, Student
Richmond High School
1250 23rd Street
Richmond, California

Irvin Janeiro, Teacher
El Cerrito High School
540 Ashbury Avenue
El Cerrito, California

Judy Johnson, School-Community Aide
5934 Clement Street
San Pablo, California

Janet Lockard, Teacher
Adams Jr. High School
Arlington & Patterson Streets
Richmond, California

Kenneth Lyons, Ass't Superintendent⁵
Richmond Board of Education
1108 Bissell Avenue
Richmond, California

Ruth McCauley, Student
Pinole Jr. High School
Samuel Street
Pinole, California

Emmett McCuistion, Teacher
Richmond High School
1250 23rd Street
Richmond, California

Robert Mackler, Teacher
Downer Jr. High School
1777 Sanford Avenue
San Pablo, California

Betty Marker, Community
2000 San Pablo Avenue
Pinole, California

Gerald Martin, Student
El Cerrito High School
540 Ashbury Avenue
El Cerrito, California

Herb Miles, Teacher
Helms Jr. High School
2500 Road 20
San Pablo, California

John Minor, Student
Kennedy High School
4300 Cutting Blvd.
Richmond, California

Richard Mitchell, Student
Kennedy High School
4300 Cutting Blvd.
Richmond, California

Wilbert Munson, Teacher
Bayview Elementary School
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San Pablo, California

Peggy Ann Myles, Student
Richmond High School
1250 23rd Street
Richmond, California

Hazel Olson, Counselor
Richmond High School
1250 23rd Street
Richmond, California

Stephenson Parker, Teacher⁶
Downer Jr. High School
1777 Sanford Avenue
San Pablo, California

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Helms Jr. High School
2500 Road 20
San Pablo, California

Francisco Petroni, Principal
Verde Elementary School
2000 Giaramita Street

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Standard Oil Company of California
Standard Avenue
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Pinole Jr. High School
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5989 Rose Arbor
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130 33rd Street
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2001 Virginia Avenue
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Peres Elementary School
719 Fifth Street
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Nina Rookaird, Teacher
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Richmond, California

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1707 Pennsylvania
Richmond, California

Henriette Scott, Community
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Richmond High School
1250 23rd Street
Richmond, California

Rose Scott, Teacher
El Portal Elementary
2600 Morago Road
San Pablo, California

Rosanne Seratti, Teacher
Kerry Hills Elementary
Dolan Way
San Pablo, California

Barbara Sims, Teacher
Mira Vista Elementary
Hazel and Mira Vista
Richmond, California

Betty Smith, Teacher
Ells High School
130 33rd Street
Richmond, California

Jesse Smith, School-Community Aid
Nystrom Elementary School
230 So. 10th Street
Richmond, California

Linda Smith, Student
Ells High School
130 33rd Street
Richmond, California

St. John Smith, Teacher
Downer Jr. High School
1777 Sanford Avenue
San Pablo, California

Margaret Snell, Student
El Cerrito High School
540 Ashbury Avenue
El Cerrito, California

Franz Snyder, Teacher
Richmond High School
1250 23rd Street
Richmond, California

Linda Soo, Student
Ell High School
130 33rd Street
Richmond, California

Al Spears, Student
Richmond High School
1250 23rd Street
Richmond, California

Betty Stiles, School Board Member
Richmond Board of Education
1108 Bissell Avenue
Richmond, California

Charles Sudduth, Principal
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David Taylor, Principal
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Samuel Street
Pinole, California

David Thatcher, Principal
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Richmond, California

Lula Trundle, Teacher 7
Helms Jr. High School
2500 Road 20
San Pablo, California

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DeAnza High School
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Richmond, California

Berniece Wallace, Teacher
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2001 Virginia Avenue
Richmond, California

Edgel Watson, Admin. Ass't.
Peres Elementary School
719 5th Street
Richmond, California

Sandra Wesley, Student
Richmond High School
1250 23rd Street
Richmond, California

Joyce Whitney, Teacher
Downer Elementary School
1777 Sanford Avenue
Richmond, California

Mavis Whitson, Teacher
Peres Elementary School
719 5th Street
Richmond, California

Dorothy Widel, Community
3113 Avis Way
Pinole, California

Ella Wiley, Principal
Peres Elementary School
719 5th Street
Richmond, California

Myrtle Wilson, Teacher
Nystrom School 230 So. 10th St
230 So. 10th Street
Richmond, California

Frances Woodward, Student
Kennedy High School
4300 Cutting Blvd.
Richmond, California

Jack Zakon, Teacher
Dover Elementary School
1871 21st Street
San Pablo, California

¹Lawrence Chapman: Attendance: 6 days
Reason for leaving: Illness in
family.

²Robert France: Attendance: 2 days
Reason for leaving: Unknown.

³Virgil Gay: Attendance: 1 day
Reason for leaving: Business position
allowed limited participation.

⁴Lawrence Gonzales: Attendance: 5 days
Reason for leaving: Charged Institute
discrimination against Mexican-
Americans.

⁵Kenneth Lyons: Attendance: 2 days
Reason for leaving: Administrative
overload.

⁶Stephenson Parker: Attendance: 9 days
Reason for leaving: Transferred to
San Diego after completion of the
Institute summer program.

⁷Frank Pleitch: Attendance: 7 days
Reason for leaving: Business position
allowed limited participation.

⁸Lula Trundle: Attendance: 8 days
Reason for leaving: Unknown.

1966 and 1967 INSTITUTE PARTICIPANTS BY SCHOOL

(Students indicated -S)

ADAMS JUNIOR HIGH

Hilburn, Vivian
Lockard, Janet
McCormick, Elmer

BAYVIEW ELEMENTARY

Adams, Don
Munson, Wilbert
Bean, Loraine

BELDING ELEMENTARY

Kerins, Thomas

CORONADO ELEMENTARY

Pollock, James
Richie, Alice
Wallace, Berneice

DEANZA HIGH

Antaki, Richard -S
Bradley, Bill -S
Brown, Paul
DeBeal, Karen -S
Milford, Doris
Van Winkle, Gail -S

DOVER ELEMENTARY

Collison, Lawrence
Zakon, Jack

DOWNER JUNIOR HIGH

Bodine, Bethel
Carr, Elizabeth A.
Crouch Sterling
Dahl, Vernon
Hodges, Fulton
Houska, Stanley

DOWNER JUNIOR HIGH -continued

Mackler, Robert
Parker, Stephenson
Smith, St. John
Whitney, Joyce

EL CERRITO HIGH

Blauer, Clarke -S
Combs, Milton -S
Griffieth, Gary -S
Janeiro, Irvin
Mackey, Howard
Martin, Gerald -S
Snell, Margaret -S
Smith, Betty

EL PORTAL ELEMENTARY

Scott, Rose

GOMPERS HIGH

Bueno, Susan -S
Hendrix, Jackie -S

GRANADA JUNIOR HIGH

Sawyer, Hazel

HELMS JUNIOR HIGH

Carr, Earle
Lyons, Julian
Miles, Herb
Robinson, Christine

HILLVIEW ELEMENTARY

Marr, George

KENNEDY HIGH

Bean, Olivia -S
Bluitt, Debbie -S
Guthartz, David -S
Holford, Charles
Lovette, Richard
Minor, John -S
Mitchell, Richard -S
Randall, Walter
Sheeran, Mary Jane
Smith, Linda -S
Robinson, Virginia
Soo, Linda -S
Woodward, Francis -S

KERRY HILLS ELEMENTARY

Coppla, Helen
Seratti, Rosanne

LAKE ELEMENTARY

Watson, Edgel

LINCOLN ELEMENTARY

Dunson, Ida

MIRA VISTA ELEMENTARY

Pagle, Lois
Sims, Barbara

NYSTROM ELEMENTARY

Chinsky, Alice
Wilson, Myrtle

PERES ELEMENTARY

Robertson, Lenora
Whitson, Mavis
Wiley, Ella

PINOLE JUNIOR HIGH

Foo, Robert
Taylor, David

PINOLE VALLEY HIGH

Benner, Brian -S
Door, Cindy Rose -S
McCauley, Ruth -S
Porter, Chris -S
Scharetg, John

PORTOLA JUNIOR HIGH

Hart, Gisele
Carder, Thelma

RANCHO ELEMENTARY

Sudduth, Charles

RICHMOND HIGH (NORTH & SOUTH)

De la Garza, Mike -S
Perpinan, Gail -S
Snyder, Franz
Buth, Wesley -S
Cox, Wanda -S
Dycus, Robert
Eldredge, Margaret
Gray, David
Isabell, Cynthia -S
McCuistion, Emmet
Myles, Peggy Ann -S
Reinertson, Lila
Rookaird, Nina
Spears, Al -S
Scott, Michael -S
Wesley, Sandra -S

ROOSEVELT JUNIOR HIGH

Fogg, Fred
Grosso, Bernice

SHELDON ELEMENTARY

Winegar, Violet
Muller, Robert

STEGE ELEMENTARY

Crow, Doris
Hicks, Florence
Klein, Lynne
Smith, Shirley
Thatcher, David
Warner, Ila

VERDE ELEMENTARY

Dyas, Ann
Petroni, Francisco
Thollaug, Barbara
Curry, Lloyd

WILSON ELEMENTARY

Coams, Miriam

WOODS

Schaefer, Carole

CENTRAL OFFICE ADMINISTRATORS

Harris, Ralph - Director, Special Services
Mullen, Robert - Supervisor, Counseling
Weaver, Fred - Compensatory Education and Federal Finances

SUBSTITUTE TEACHERS

McCuiston, Emmett

NEIGHBORHOOD HOUSE LIAISON/OBSERVER

Scott, Mike -S

III. STAFF AND VISITING LECTURERS

STAFF

Director of Institute

Marie Fielder, Ph.D.

Teacher Training Supervisor
School of Education
University of California Extension
Berkeley, California

Dr. Fielder has served as consultant throughout California: Los Angeles, Pasadena, Palm Springs, Mill Valley, Sacramento, Brentwood. Director of research projects in intergroup relations, San Francisco school system, Berkeley school system and the Richmond Unified School System. Member of National Conference on Christians and Jews, State Education Commission on the Status of Women; Associate Professor of Education, University of Miami, Stanford, Springhill College, Alabama and University of Pacific, Oregon.

Chief Consultant

Gertrude Noar, M.A.

Educational Consultant
Anti-Defamation League of B'nai B'rith
New York, New York

Miss Noar has served for 30 years in public administration in the city of Philadelphia, Pennsylvania; recently retired as National Director of Education for the Anti-Defamation League. Prolific writer in the area of education, intergroup relations and cultural differences as related to the schools. Author of the book, The Teacher and Integration which was written under the sponsorship of the National Educational Association. Now in the process of doing a national survey for the National Educational Association in the area of auxiliary school aids.

Program Coordinator

Louise M. Dyckman, Ph.D.

Education Extension
University of California Extension
Berkeley, California

Dr. Dyckman, Program Coordinator for the Institute, has taught at the University of Pennsylvania, Bryn Mawr College and the University of California, Berkeley. Most recently she has been engaged in psychological research on child care in cross-cultural perspective at the Institute of International Studies, University of California, Berkeley.

PROGRAM STAFF

Donald G. Baker, Ph.D.

Professor of Political Science and Director of Social Science Division,

Southampton, College; has served as a consultant for the Peace Corps and for various civil rights and intergroup relations organizations. He has taught at Skidmore College as well as written articles related to the above concerns.

Edward Leibson, Ed.D.

Dr. Leibson, Director of Detroit Teacher Corps and Professor, School of Education, Wayne State University, Michigan; has written various articles in the field of school administration. He has been a director of an Institute on Problems of De Facto Segregation and also served as a consultant to Title IV Office Staff, and Director of College Institutes.

Mona Dayton, B.A.

Mrs. Dayton, National Educational Association's Teacher of the Year (1967) is presently a visiting professor at Southampton, Long Island where she is responsible for a course on "Teaching English as a Second Language." Previously she has taught "Reteaching Experienced Teachers" at the University of Minnesota, and demonstration classes at the University of Arizona.

Lanny Berry, M.S.W.

Mr. Berry, a special assistant to the Superintendent of Tamalpais High School District, has a master's degree in Social Welfare from the University of California, Berkeley and extensive experience in youth and group work. He was a coordinator for the Governor's Conference on Youth.

Jivan Tabibian, B.A.

Mr. Tabibian, a member of the Technical Staff of T.R.W. systems, Redondo Beach; specializes in the application of systems technology to the solution of social problems. He was educated at the American University in Beirut and is currently working toward his Ph.D. in political science at Princeton University.

Clyde DeBerry, Ed.D.

Dr. DeBerry, Director of School Desegregation Training and Research Institute at the University of Oregon has served as a teacher and principal for the U. S. Department of Interior Bureau of Indian Affairs and has lectured in graduate and undergraduate levels in Sociology, Political Science, Education and Anthropology. He has co-authored an article on "School and Race in Portland" with Dr. Robert E. Agger, and is a specialist in the area of race and education.

SENSITIVITY TRAINERS

Dr. Meyer Cahn
Professor of Education
San Francisco State College
San Francisco, California

Miss Marcelle Kardush
Assistant Professor of Psychology
University of California
Berkeley, California

18

Dr. Margaret McKoane
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Sacramento State College
Sacramento, California

Dr. Herbert Naboisek
Associate Professor of Psychology
San Francisco State College
San Francisco, California

Rev. William Parsons
Gate 5 Roads
Sausalito, California

Dr. J. Merritt Winans
Professor of Psychology
Sacramento State College
Sacramento, California

LECTURERS

Theron Bell
Governor's Human Rights Representative
and State Director of Office of Economic
Opportunity

Lerone Bennett
EBONY Magazine, Editor

Elias Blake, Jr., Ph.D.

Dr. Blake, has taught at Mills College, Alabama, Howard University and the University of Illinois. In the summer of 1965 he was Director of the National Study of Institutes for School Personnel on Problems of Desegregation funded under Title IV, Section 404 of the Civil Rights Act of 1964. Dr. Blake is currently on leave from Howard University with Educational Projects Incorporated as Executive Associate for the Southeastern Region. He is an educational consultant for Upward Bound programs (pre-college programs for disadvantaged 10th and 11th graders) funded by the Office of Economic Opportunity in that region.

Herman Blake, M.A.

Herman Blake, is Assistant Professor of Sociology and Fellow of Cowell College, University of California, Santa Cruz. He has been consultant with the U. S. Office of Economic Opportunity, Western Center for Community Education and Development and the State of California. Mr. Blake is presently enrolled at the University of California, Berkeley, as a Ph.D. candidate.

Elizabeth H. Brady, M.A.

Elizabeth Brady received her B.A. (in Education) at Carleton College, Northfield in 1941 and her M.A. at the University of Chicago in 1945. She has an extensive professional background having held various positions in

the fields of education, desegregation, disadvantaged children and youth, human relations. Mrs. Brady has served as a consultant in research in intergroup education and human development.

Floyd Hunter, Ph.D.

Dr. Hunter has been a Research Consultant and independent researcher in Social Welfare, Juvenile and Community Organizations, concurrent with University teaching. These activities culminated in the establishment of the Floyd Hunter Company and Social Science Research and Development Corporation in Berkeley, California. In 1963, Dr. Hunter received a Fullbright Research Grant with special assignments in Chile and Venezuela. Dr. Hunter's books include: Community Power Structure, 1953; Community Organization: Action and Inaction, 1955. Dr. Hunter is also the author of numerous articles.

Lino Lopez, B.A.

Director of the Mexican-American Community Services Agency, San Jose. He earned his B.A. at Loyola University, Chicago, with graduate courses at Fisk University, Illinois and Cedar City College, Cedar City, Utah. He has worked at the University of Illinois, Indiana, Texas, Colorado, New Mexico, and now for years in California. His specialty is doing demonstration programs to integrate the Spanish-Mexican cultured person. He is fully bilingual, bicultural, and has a great deal of experience with various groups having worked with Negro communities, Filipino, Puerto Rican, Mexican and Spanish-Americans. He was consultant to the U. S. Civil Right Commission in 1960 and 1962.

Morton Gordon

Director, University of
California Extension
Berkeley, California

Earl Raab, Director

Jewish Community Council
Executive Director
40 First Street
San Francisco, California

Sheila Spaulding

U. S. Commission on Civil Rights
Associate Director of Race and Education

Dr. Spaulding is associated with the Dumbarton Research Council in Menlo Park, California. She is also head of a project that Oakland, California is continuing with the Office of Education.

Rev. William Youngdahl

Church of the Cross
1744 University Avenue
Berkeley, California

PANELS

Mexican-American Youth Organization (MAYO)

Mr. Alex Delgado
Mr. John Garcia
Miss Elena Hernandez
Miss Paula Maciel

School Community Aides

Mrs. Allie Ester
Mr. Floyd McGee
Mrs. Jan Walker

Richmond Community Representatives

Mrs. Fran Gillis
Mrs. Margie McGee
Mrs. Laura Hunter
Mrs. Ivy Lewis

ASSOCIATE STAFF

Six teachers designated as "In-Service Fellows" who, during the past year, on a half-time basis, manned the Center for Intergroup In-Service Education in Richmond, acted as discussion and work group leaders. They had also been participants in the 1966 Institute.

In-Service Education Fellows:

Miss Bethel Bodine	-	Downer Junior High
Mrs. Helen Coppla	-	Kerry Hills Elementary
Mrs. Ann Dyas	-	Verde Elementary
Mr. Ralph Harris	-	Administration Building, Special Services
Miss Vivian Hilburn	-	Adams Junior High
Mr. Herbert Miles	-	Helms Junior High

IV. FULL DESCRIPTION OF PROGRAM

IV. FULL DESCRIPTION OF PROGRAM

a. Content and Methods

The content of the Institute is revealed by the calendar of topics, and the methods employed are described in detail in the section, "What Happened at the Institute."

As a force in the community (some would define it as a negative force) it was important that the Institute handle the content of today -- racism, Black Power, white backlash, school structure, grouping and tracking, social class and caste -- as well as the decision-making process of the power structures of the Richmond community. It was essential that these would-be leaders experience concepts as intimately and effectively as possible. Therefore, the lecture method (along with other methods) was used creatively. Lecture presentations were informal, unstructured and involved role-playing, rather than being formal, organized and distantly objective. Staff and visiting consultants were selected for their actual involvement in their proximity to the table of negotiation or involvement in policy making.

Both the content and the methods used were dependent on a number of prior factors:

1) The position of the Institute as a continuation of the '66 Institute, whose vigorous follow-up activities made possible the formation of the Intergroup In-Service Education Center and the half-time employment of six participants as In-Service Education Fellows.

2) The position of the Institute as a force in the community clarified the desegregation-integration issue and probably contributed to the polarization of the community to the extent that two candidates who ran a neighborhood school campaign won the school board election.

3) The program of the Institute as an arm of the In-Service program, which was active in raising the awareness, skill and initiative of adults

in the schools and community, thereby enabling them to defend more skillfully the laws regarding school desegregation-integration.

These factors combined helped to attract a level of applicant who was sophisticated and sensitive to major issues revolving around school desegregation. In addition, the applicants employed by the district recognized that their professional futures may well be related to their role in desegregation-integration.

Because the activities of the '66 Institute were known, the expectations of the '67 applicant was that leadership training would be intensified and expanded to bring those with divergent points of view into a common membership: Institute participants.

Included in the total group of 106 participants were 32 youth participants selected from Richmond's six senior and two junior high schools. The following method of selection proposed by the Institute Director was not followed by every school: twenty student leaders were to have been called together to discuss the purposes of the Institute and to decide what qualifications student participants should possess. The students then were to select or elect five of their number to attend. Each school group was to send what that school saw as appropriate student helpers. In at least one school, the principal simply named the youth participants and assigned them to the Institute.

Youth were not second-class citizens. They were full members, paid the \$15.00 subsistence as were the adults. The Richmond Unified School District financed their participation through ESEA. (See Youth Report.) As a total group, they were racially balanced and academically representative.

Most of the students who attended were entering their last two years of high school. Many of them had been active in student government, had held elective offices, and were participants in their schools' clubs,

sports, and social activities. Most of them were articulate, thoughtful, intelligent young people interested in race relations. Some were wholly dedicated to securing full integration or full participation of Negro and other minority youth in school and community life.

The six senior high schools each sent from two to seven students; junior high schools sent one to four. Of the thirty-two attending, fifteen were boys and seventeen were girls.

School Personnel

Thirty-eight teachers came from twelve of the elementary schools, eleven from junior high schools, and four from the six senior high schools. Except for one junior high school which sent six teachers, the other schools sent from one to six, with the majority of schools sending two each.

Administrators

Seven principals and two vice-principals came from four elementary, two junior and two senior high schools.

There were four persons representing the Counseling and Guidance Staff. Two of them came from two junior high schools and two from one senior high school.

The central office staff of administrators was represented (when their duties permitted) by the Superintendent of Schools and the newly appointed Assistant Superintendent for In-Service Education. The Administrative Assistant to the Superintendent and the Director of Special Services attended full time.

Some Richmond elementary schools have an auxiliary staff called, "School Community Aides". These aides are Negroes who work in predominantly Negro schools and neighborhoods. Three of them attended full time. (All other aides had attended the 1966 Institute).

Three schools had complete teams of principal, counselor, teachers and students.

Forty-eight of the participants were male, fifty-seven were female, and they were racially balanced.

Seventeen participants had been in the 1966 Institute. These included the six In-Service Education Fellows, two principals, one school community aide, and three returning community representatives.

The In-Service Education Fellows were the particularly able and strategically assigned '66 participants who had been placed on half-time in the Intergroup In-Service Education Center. Indicative of the success of the '66 Institute is the fact that the Richmond Unified School District established this Center for the purpose of implementing school desegregation. As a result, these professionals had a year's experience in the District as a whole and did much to establish in-service education programs for teachers and to present the issues of school desegregation-integration to the community.

The Fellows and the other returning participants strengthened the representation in certain strategic schools. The selection of 1967 participants was also mindful of the schools sending staff the previous year; this was considered in an effort to encourage certain schools to develop programs in depth. (See "1966-1967 Institute Participants by Schools").

Interested and Concerned Citizens

Seventeen men and women representing various community organizations and interests were full or part-time participants. They came from civil rights organizations such as CORE, business and industry such as the Bank of America, Pacific Telephone and Telegraph, and Standard Oil Company of California; community organizations such as the YWCA, League of Women Voters, Mental Health Association, and several churches. The Board of Education

was represented by its President, who attended full time and who had been a '66 Institute participant, and two other Board Members who came when their affairs permitted.

As an alert to the accusation that the Institute discriminated against the Spanish-speaking group (See "Report on Mexican-American Participation" at the end of the section on "What Happened at the Institute") it is important to note that of the three adults and two youths who accepted the pre-registration, only one adult attended full time. (She was a returnee from the "66 Institute, which indicates the sincere effort to recruit persons from this cultural group.) It is also significant to note that the two Spanish-speaking adults who accepted the invitation to attend the Institute but did not, were associated professionally and that it was one of the two who charged discrimination.

The content and methods used related content to each participant, emphasizing their functions as individuals in the Richmond community and the Richmond Unified School District. Included were the following subject areas:

- a. Nature and genesis of prejudice
How do people get that way?
- b. Caste, class and American value system
Race, race relations and subcultural groups
- c. Political ideologies
The Far Right, The New Left and the Youth Movement,
as related to school desegregation-integration.
- d. Civil Rights Organizations and the Civil Rights
Movement, as related to the teaching of democracy
in the public schools.
- e. Process of change and change agents:
Role of the school in change
Role of the teacher in educational change
Role of the concerned citizen in education change
within the community

- f. Leadership training:
Nature of leadership
Development of skills
Observation and evaluation of processes
and roles played
- g. Community survey and power structure, as related
to educational needs in impoverished communities
and the realities of school desegregation-integration.

b. Teaching Aids

Films, pamphlet and reprints, which are sampled in the Appendix and referred to in the section entitled, "What Happened at the Institute," were major teaching supplements. The "Film Project," also in that section, was another way of evaluating and extending the objectives of the Institute. In its final preparation, participants will be involved in preparation, participants will be involved in preparing the work pieces made from the footage filmed of the Institute in action. By using them as a teaching aid, participants will test the provocativeness of their film clips or work pieces as a way of engaging different groups in discussion of school desegregation-integration. This is also a way of furthering a major objective of the Institute, "Communicating to an increasing number of school people and community persons". (Objective as stated in the Proposal.)

c. Consultation and Guidance

A built-in consultant service was provided by the use of the In-Service Fellows and the return of eleven other participants from the '66 Institute. Because they were fellow colleagues and, in some instances faculty members from the same school, they were most accessible and provided a link between the participants and the staff.

As auxiliary staff, they not only referred individuals to the national staff for consultation and guidance, but also influenced the choice and

sequence of the content and methods. Although many of the staff persons of national status will return to the Richmond area as lecturers and consultants, it is the auxiliary staff that will continue to do the sustaining tasks of consultation, guidance, inspiration and step-by-step direction.

d. Informal Program

Indigenous to the on-going program of the Institute were the informal activities which helped to strengthen the objective, "to afford opportunities for inter-personal relationships across race and class lines", and in the case of the Institute, "across lines of generation and religious differences."

The calendar indicates the youth activities. It was important that they be bonafide members of the Institute; consequently, they were part of all the general sessions and task groups. It was also essential that they make an individual contribution. This was done through their Youth Talent Show and through their organization of a field trip to San Jose to attend the MAYO (Mexican-American Youth Organization) Conference. Their Youth Picnic held during the last week was an admission that it is all right to be integrated in some things and in your own age group in others. Generation differences was one of the interpersonal ~~burdles~~ ~~cleared~~ ~~at~~ the Institute. As evidence of success, it became all right to be different.

Being at the College of Notre Dame, Belmont, California, was a significant part of the informal program. The sharing of the dining room allowed for much conversation and resulted in invitations to visit classes with the Sisters of the College who were in residence summer school. There had been much resistance to having the Institute at Belmont.

First, the college was not known for its desegregation policy and second, there was a feeling that, because it was a Catholic College, the participants might be hampered by the symbolic reminders of a religious setting.

However, the challenging nature of confronting differences was consistent with the objectives of the Institute "to enable participants to become change agents ready to take affirmative action." The two weeks at Belmont were rewarding experiences for both the Sisters and the participants. The Sisters welcomed the opportunity for interaction. They too had felt the need to be change agents; to concern themselves with desegregation, both in the schools in which they taught, and at their own college. The setting provided an opportunity for participants, both adult and youth, to be formal consultants (as panelists in the Sister's classrooms) and informal through personal invitations for the Sisters to attend our sessions and to share our library. The Sisters joined us in preparing for guests to the Institute on Visitation Day by being hostesses at tea in the historic Ralston Mansion located on their campus.

It was an indication of true rapport when the Sisters hurriedly arranged a music program for the pleasure of our participants. Contrary to original doubts, the College of Notre Dame was for many of the participants a sincere learning experience.

e. Facilities

The facility, the College of Notre Dame discussed above, was included under Informal Program because of the priority of the program objectives. In addition to this, it was its inaccessibility and the beauty of the accommodations that recommended it aside from the economic saving.

Helms Junior High School, San Pablo, California, was used for the first half of the Institute as it is readily convenient to resources and informants from the community and the Bay Area.

f. Participation of Local School System

This Institute was confined to the Richmond Unified School District as

its recent unification brings together a range of communities varying from an unincorporated ghetto near the stink of oil refineries, to the central city, to the view hills of suburbia.

g. Plans for Follow-up

The "Institute Action Plans and Reports" included in the section "What Happened at the Institute" is most specific and detailed regarding follow-up. To assure that "leadership training" would be more than a title for the Institute, the plans and reports devised were not merely recommendations or proposals, but rather specific blueprints for action.

h. Evaluation Procedures

Evaluation is an on-going procedure and embraces the Institute from pre-registration through follow-up. A discussion of part-way evaluation closes the section on "What Happened at the Institute".

1967 INSTITUTE CALENDAR

FRIDAY, JUNE 23

9:00 a.m.

OPENING SESSION

"Commitment of Richmond Unified School District":
Dr. Denzil Widel, Superintendent

"Purpose of '67 Institute":
Dr. Marie Fielder, Director

"Response from the University of California":
Dr. Morton Gordon, Director-University of
California Extension

"Overview from California":
Mr. Theron Bell, Director of State Office of
Economic Opportunity

Introductions:

National Staff
Associate Staff--In-Service Fellows
--Returning '66 Participants

10:30 a.m.

"Explanation of Research Design"
Dr. Donald Baker, Staff

"Institute charged with discrimination against the
Mexican-American"
Mr. Lawrence Gonzales, Chairman, United Council
of Spanish-Speaking Organizations

12:00 Noon

Lunch

1:00 p.m.

"Imperatives of Desegregation" -
Mr. Earl Rabb, Executive Director of Jewish
Community Relations Council

2:45 p.m.

Inquiry Groups - "What are the Problems?"
Lead by Associate Staff

4:00 p.m.

Staff Meeting

SATURDAY, JUNE 24

9:00 a.m.

General Session

"Racial Isolation in the Public Schools"
Dr. Sheila Spaulding, U.S. Civil Rights Commission

10:30 a.m.

Inquiry Groups - "Racial Isolation in the Richmond
Unified School District"

12:00 - Noon	Lunch
1:00 p.m.	Inquiry Groups - "Problems and Possible Solutions"
2:45 p.m.	General Session "Feedback from Inquiry Groups" "Work Done Thus Far" - Mr. Jivan Tabibian, Staff
4:00 p.m.	Staff Meeting

MONDAY, JUNE 26

9:00 a.m.	General Session "The Genesis and Nature of Prejudice" Miss Gertrude Noar, Staff
10:30 a.m.	Inquiry Groups - "Prejudice and Education"
11:30 a.m.	Job-Alike Groups Youth Participants met with Mr. Lanny Berry, Staff
12:00 Noon	Lunch
1:00 p.m.	General Session "Richmond DeFacto Segregation Report" Mr. Burton Wolfman, Member of Citizens Committee Mr. Napoleon Britt, Member of Citizens Committee "Superintendent's Santa Rosa Conference Report" Mr. Charles Sudduth, Principal Miss Thelma Carder, Participant '66 and '67
2:45 p.m.	Inquiry Groups - "What Do We Need to Know?"
4:00 p.m.	Staff Meeting

TUESDAY, JUNE 27

9:00 a.m.	General Session "Politics and the Power Structure" Dr. Donald Baker, Staff Dr. Edward Leibson, Staff
10:15 a.m.	Coffee Break
10:30 a.m.	Job-Alike Groups
12:00 Noon	Lunch

1:00 p.m. General Session
 "Dynamics of Caste and Class"
 Dr. Donald Baker, Staff
 Dr. Edward Leibson, Staff

2:30-4:00 p.m. Job-Alike Groups

7:30-9:30 p.m.
 (Public Invited) "Some Readings from Negro History and Literature"
 Dr. Herman Blake
 University of California, Santa Cruz

WEDNESDAY, JUNE 28

9:00 a.m. General Session
 "Explanation of Leadership Training Groups"
 Dr. Herbert Nabiosek
 and National Training Lab, Staff

Youth Participants met with Mr. Lanny Berry, Staff

12:00 Noon Lunch

1:00 p.m. General Session
 "The School as a Community"
 Dr. Marie Fielder

2:30 p.m. Job-Alike Groups - "Identification of Tasks for
 Concentration."

Youth Group - Recommendations for Projects

4:30 p.m. Staff Meeting

THURSDAY, JUNE 29

9:00 a.m. Leadership Training Groups - Dr. Nabiosek and Staff
 Youth Participants met with Mr. Lanny Berry, Staff

12:00 Noon Lunch

1:00 p.m. Job-Alike Groups

2:00 p.m. General Session
 "High Quality Education - A Must for Richmond":
 Institute Staff

2:45 p.m. Inquiry Groups - "How Do You Get There?"

4:00 p.m.

Staff Meeting

FRIDAY, JUNE 30

9:00 a.m.

Leadership Training Groups - Dr. Naboisek and Staff
Youth Participants met with Mr. Lanny Berry

12:00 Noon

Lunch

1:00 p.m.

Job-Alike Groups

2:00 p.m.

General Session

Reports from Inquiry Groups - "The Tasks to be Done"
Dr. Marie Fielder

3:00 p.m.

Organizational Meetings of Task Groups

4:00 p.m.

Staff Meeting

SATURDAY, JULY 1

9:00 a.m.

Leadership Training Groups - Dr. Naboisek and Staff

12:00 Noon

Lunch Concluded Institute until Monday, July 3rd

MONDAY, JULY 3

9:00 a.m.

General Session

"Task Group Formulation and Assignment"-
Institute Staff

10:00 a.m.

Task Group Meetings

12:00 Noon

Lunch

1:00 p.m.

General Session

Panel of Community representatives:

Mrs. Fran Gillis, Chairman

Mrs. Margie McGee

Mrs. Laura Hunter

Mrs. Ivy Lewis

2:00 p.m.

"Need for Integrating Negro History and Literature
into School Curriculum"

Mr. Lerone Bennett Jr.

Ebony Magazine, Editor

(Delegate, National CORE meeting
in Oakland, California)

3:30 p.m.

Final plans for resumption of work in residence at
College of Notre Dame, Belmont, California

4:00 p.m.

Staff Meeting 35

TUESDAY, JULY 4

H O L I D A Y

WEDNESDAY, JULY 5

10:00 a.m. Arrival at Belmont and assignment of quarters

11:00 a.m. Tour of Campus - Sisters of the College of Notre Dame

12:00 Noon Lunch

1:00 p.m. General Session

Welcome to Campus - Sister Marian Penhallow

"Redefinition of Tasks" - Staff

2:30 p.m. Task Groups

6:00 p.m. Dinner

7:30 p.m. General Session

"Human Relations and the Elementary School Child" - Mrs. Mona Dayton, Staff

THURSDAY, JULY 6

7:30 a.m. Breakfast

9:00 a.m. General Session

"National CORE and a Message from Black America"

Dr. Clyde DeBerry, Staff

10:00 a.m. Task Groups - Staff assigned as Consultants

12:00 Noon Lunch

1:00-3:30 p.m. General Session

"Public Discussion - "Response to Black Identity and Consciousness", Staff

4:00 p.m. Task Groups

5:00 p.m. Dinner

7:00 p.m. "Negro History and Literature: Possible Curriculum Changes - Dr. Herman Blake, Consultant

Task Groups - Dr. Baker and Staff requested as consultants

FRIDAY, JULY 7

7:30 a.m. Breakfast

9:00 a.m.	General Session "Mexican-Americans Today" Mr. Lino Lopez, Director Mexican-American Association, San Jose and Mexican-American Youth Organization (MAYO) Panel
11:00 a.m.	Task Groups - Mexican-Americans as consultants
12:00 Noon	Lunch
1:00 p.m.	Task Groups - Preparations for Presentation of Proposals for Visitation Day
5:00 p.m.	Dinner
7:00 p.m.	Recreational Program - Youth Participants and Staff Associates

SATURDAY, JULY 8

7:30 a.m.	Breakfast
9:00 a.m.	General Session - Preview by Task Groups proposals Response by other Participants and Staff Schedule of Visitation Day
12:00 Noon	Lunch
1:00 p.m.	"Emphases" - Staff Dialogue
2:00 p.m.	Preparation for Visitation Day Participant Program - Staff Associates
5:00 p.m.	Dinner
6:30 p.m.	Field trip - Youth Participants to MAYO Conference in San Jose, California.
7:00 p.m.	Preparation and Rehearsal for Visitation Day

SUNDAY, JULY 9

V I S I T A T I O N D A Y

9:00 a.m.	Registration - Coffee - Introductions
9:00 a.m.	General Session - Welcome
10:00 a.m.	Task Group Presentations - Involvement I Invitation to visit Task Groups
	Teaching Curriculum

Desegregation/Integration
Other School Activities (Youth)
Implementation

12:00 Noon

Lunch

"Purpose of Institute at Work" - as perceived by
each staff member

Introduction of Special Guests

1:30 p.m.

Task Group Presentations - Involvement II

3:00 p.m.

Staff Office Hour - An Opportunity to Confer with
National Staff Members

3:30 p.m.

Tea at the Ralston Mansion
Hostesses: The Sisters of the College of
Notre Dame

5:00 p.m.

Dinner

6:00 p.m.

General Session

A Preview of Relevant Difficulties

A Film Forum - "A Time for Burning"
Rev. William Youngdahl, One of the principals
in the film

MONDAY, JULY 10

7:30 a.m.

Breakfast

9:00 a.m.

General Session - Dr. Edward Leibson, Staff
"What Happened/Where are We?" (Quaker-type
meeting - a depth confrontation)

12:00 Noon

Lunch

1:00 p.m.

Three Segregated Sessions:
Youth - White Adults - Black Adults

3:00 p.m.

Dr. Clyde DeBerry - Youth Session

5:00 p.m.

Dinner

7:00 p.m.

General Session - "So What for Divisions?"
Institute Re-evaluation and Re-direction

TUESDAY, JULY 11

7:30 a.m.

Breakfast

9:00 a.m.

Task Groups - "Learnings (in depth) from Visitors
and Institute"

12:00 Noon	Lunch
1:00 p.m.	General Session - "Community Power Structure" Dr. Floyd Hunter, Consultant
3:00 p.m.	"Black participants on Black Power" Dr. Clyde DeBerry and Dr. Floyd Hunter
5:00 p.m.	Dinner
7:00 p.m.	Youth Talent Show - Mr. Jack Zakon, Coordinator: Special Guest Artists - The George Duke Trio

WEDNESDAY, JULY 12

7:30 a.m.	Breakfast
9:00 a.m.	Task Groups - "Work Sessions for Final Action Programs"
12:00 Noon	Lunch
1:00 p.m.	General Session "Richmond School-Community Workers" Mr. Floyd McGee Mrs. Jan Walker Mrs. Allie Esters
3:00 p.m.	Task Groups - Use of School-Community Workers as Consultants
5:00 p.m.	Dinner
7:00 p.m.	Choral Program - Sisters of the College of Notre Dame

THURSDAY, JULY 13

7:30 a.m.	Breakfast
9:00 a.m.	General Session "Final Report of Task Groups" Participant and Staff Reaction
12:00 Noon	Lunch
1:00 p.m.	General Session Final Reports Continued
5:00 p.m.	Dinner
7:00 p.m.	Film Forum - "Nothing But a Man" Guests: Sisters of the College of Notre Dame
	Completion of Task Group Reports

FRIDAY, JULY 14

7:30 a.m.

Breakfast

9:00 a.m.

Closing General Session

Re-submission of Corrected Final Reports
of Task Groups

"Report from Black Participants"

Mrs. Maxine Eason, Community Participant '66/67

Institute Evaluation Forms Completed

"Insights from an Evaluator"

Dr. Donald Baker, Staff

Concluding Remarks - Youth

In-Service Education Fellows

Miss Gertrude Noar

Dr. Marie Fielder

12:30 p.m.

Lunch - Concluded the Institute

VI. LEAD-UP DAYS TO THE INSTITUTE

The screening of candidates applying for the Institute was done as an orientation program. It was indeed a lead-up to the Institute. (See publicity mailed to "Certificated Personnel and Certain School Related Community Persons" and the Pre-Institute Questionnaire in the Appendix.)

The planned recruitment for Institute participants involved encouragement and recommendation from participants of the 1966 Institute. They were concerned with establishing strong teams within their individual schools and also more adequately involving different types of schools which characterized the Richmond Unified School District as a whole. All former participants were involved in the first of these meetings which coincided with the last follow-up sessions of their '66 Institute program. This overlap was most beneficial and did much to establish firm linkage between '66 and '67 participants. This continuity was fortified further by 17 of the '66 participants becoming members of the current Institute. Moreover, 12 of these returnees became staff and did much of the planning and carried out screening and orientation of new participants.

The meetings were held on the following dates:

March 3-4 (Friday, Saturday)

April 21-22 (Friday, Saturday)

May 11-12 (Thursday, Friday)

June 1-2 (Thursday, Friday)

June 9 (Friday)

The meetings in March are included as part of the Lead-up Days since the major focus was that the '66 Institute would be continued with another group. The purpose of these meetings was to brief participants and involve them in the recruitment/orientation program. Miss Gertrude Noar, a national consultant,

on school desegregation and a staff member for both Institutes, was the major speaker. She focused on the necessity for Institute continuity as a way of avoiding sporadic, crash programs.

Miss Rose Sherman, Area Director of Girl Scouts and a specialist on group dynamics introduced a voluntary leadership skills course. The skills of membership selection and increased involvement geared to the upcoming Institute was the emphasis of this part of the meetings.

The April meetings presented a key speaker, Dr. Clyde DeBerry, authority on race and education. He focused on the role of citizens in bringing about school desegregation and used as a case study recently released, "The Report of the Citizens' Advisory Committee on De Facto Segregation" which was submitted to the Richmond Unified School District Board of Education.

This was a direct orientation to both the Institute and desegregation in Richmond. Candidates who were considering applying to the Institute for 1967 attended and had an opportunity to interact with former participants. At this meeting returning '66 participants who were to be associate staff, chaired the small group discussions.

The May meetings were conducted without visiting consultants. Integration of participants and particularly the youth participants was the task; also, the Superintendent held a live-in conference for over one-hundred professional staff members holding strategic positions in the school system. The conference charge was: "What Do We Do About the De Facto Segregation Report". Sympathizers of the Neighborhood Schools Group smarting because of the money spent on the Superintendent's Conference, called a special meeting. The night selected coincided with Institute orientation. The orientation agenda was changed to include a field trip to this meeting where those concerned with desegregation-integration could observe the forces of segregation and disintegration at work.

This meeting was a high point which rallied all the forces concerned with the major issues of the public schools.

The June meetings had the services of Dr. Elias Blake, a national evaluator of Civil Rights Institutes. He listened to the perceptions of candidates regarding the field trip to the Neighborhood Schools meeting; he did an insightful job of identifying the issues, lifting them to a national context, and relating them specifically to the action objectives of the Institute.

The youth applicants were articulately engaged but were puzzled by the specialized terminology relevant to concepts of polarization and quality education. Most particularly, they were concerned with feared discrepancies between values and behavior of Negro teachers and counselors as opposed to non-Negro teachers and counselors.

The last lead-up activity involved small group discussions. The topic chosen was, "What is Meant by Society's Child." This open-ended approach helped applicants to reveal their very real concerns and allowed former Institute participants to provoke feelings and attitudes. The final decisions on selection of '67 candidates was made in cooperation with '66 participants and in concurrence with the Superintendent. (See Superintendent's letter to applicants in Appendix.) As a coincidence the recruitment and orientation program coincided during the Lead-up Days.

Outcome

Clearly the Follow-up Program of the 1966 Institute had an impact and tested its effectiveness as an action program. It achieved the establishment of the Intergroup In-Service Education Center with a funding of \$35,000 for the year. This allocation by the Richmond Unified School District Board of Education was intended to implement the Institute recommendations thereby going on record as a vanguard for desegregation-integration action. The center was established with the primary aim of upgrading and updating professional

school people in intergroup concerns and as a model for the civil rights law into human realization. It is a feasible next step that the Richmond Unified School District become a social laboratory and a case study for problems of school desegregation-integration not only in the immediate Bay Area but for the State of California with its Negro, Mexican-American, Indian and Oriental minorities.

WHAT HAPPENED AT THE INSTITUTE - A DESCRIPTION

First Ten Days - Helms Junior High School, Richmond

Participants and staff assembled promptly at 9:00 a.m. on Friday, June 23. Dr. Morton Gordon, Director of U.C. Extension, Berkeley, was there to welcome the Institute and to bring greetings on behalf of the University of California, Berkeley. Mr. Aaron Shotten, Intergroup Education Department, State Department of Education, Sacramento, California, spoke of the state's interest and concern that the Institute accomplish its purposes to bring integrated quality education to the children of Richmond. Superintendent of the Richmond Unified School District, Dr. Demail Widel, officially opened the Institute as a cooperative venture of business, state and local institutions. He emphasized the Institute's realistic approach in the selection of participants and in the involvement of others through the Visitation Day planned.

Theron Bell addressed the assembly as a representative of the Governor's office, as head of the Human Relations Commission and State Director of the Office of Economic Opportunity staff. The Institute staff was introduced including the group leaders (In-service Education Fellows plus selected returnees from the '66 Institute). Along with the Institute's director, they related the objectives to the general plans for the weeks ahead.

An informative and inspiring keynote address entitled "The Superstices of Desegregation," was delivered by Mr. Earl Sabb, Executive Director of Jewish Community Relations Council, San Francisco. He said that educational desegregation, long overdue, is economically essential, politically wise, socially desirable, morally right and educationally sound.

Participants including students were divided into eight heterogenous groups called Inquiry Groups which had previously been formed during the pre-institute conferences. They met under the direction of the group leaders for the purpose of getting acquainted with each other and to explore their individual and mutual interests, concerns and problems. Staff members acted as consultants at large and on call.

For depth as well as cross-communication, participants were divided into Job-Alike Groups for another kind of group discussion. Thus, administrators, elementary teachers, secondary school teachers, students, and community representatives had the chance to explore how problems of desegregation were especially related to their specific perceptions and responsibilities.

The Institute continued all day Saturday. Sheila Spaulding came from Washington D. C. to present the Civil Rights Commission Report on Racial Isolation. Members of the staff commented on it and drew out its implications for tasks to be accomplished by the Institute for the children and school system of Richmond.

On Sunday, an off-day for participants the Director opened her home for brunch so that members of the Board of Education and influential members of the Bay Area community might meet visiting and resident staff.

Following the social occasion the staff met for many hours of planning based on the diagnoses of the final two days and the feed back from the lead-up days.

On Monday morning, Gertrude Noar lectured on "The Nature and Genesis of Prejudice," the substance and implications of which were discussed all day as participants met again in their initial Inquiry and Job-Alike Groups. At the afternoon general session, Mr. Burton Wolfman, the chairman and

Mr. Napoleon Britt of the Citizens Commission on Desegregation of the Richmond Schools presented the findings and recommendations of that commission and their opinions as to what had been done and what was yet to be done in school district. This was followed by discussion led by two principals of the Superintendents' week-end conference at Santa Rosa attended by all school principals and one or two teachers from every school. Recommendations made at that conference had not as yet been implemented.

Group leaders and participants were briefed by the entire staff about the behavior needed for productive group work. Continuing coaching was offered throughout the Institute.

Tuesday general sessions were devoted to further understanding of social dynamics. Dr. Donald Baker lectured on "Politics and the Power Structure" and Dr. Edward Leibson presented the "Structure of American Society: Class and Caste". Inquiry and Job-Alike Groups continued their discussion of questions raised by the speakers and implications for their specific responsibilities.

Tuesday evenings participants and their friends and families returned for an engaging and sensitive experience. Dr. Herman Blake read poetry and prose excerpts so selected and arranged that they formed an historical and psychological picture of the Negro in American life.

From Wednesday through Saturday mornings were devoted to leadership skills through sensitivity groups. Dr. Herbert Naboisek headed the National Training Lab staff during this training.

General session on Wednesday afternoon was by Marie Fielder on the subject: "The School as a Community." General discussion followed

Small group sessions began to isolate areas of concern which were later to become targets for definition of tasks.

Thursday and Friday afternoons were devoted to identification, description and selection of task areas. The 32 suggestions made fell into six categories: Desegregation-Integration, Counseling and Guidance, Curriculum, Teaching, Youth Activities, and Implementation. (See extended list, "Institute Concerns" in Appendix)

Youth participants were excused on Saturday while adults spent the day in sensitivity training. The week provided much opportunity for teenagers to "sound off" on teachers. They articulated their gripes about irrelevant content, boring methods, unfair treatment, and principally about teachers who do not care about students. Teachers who heard intelligent, thoughtful students use very ungrammatical English and who had very limited vocabularies were faced with the evidence of the obvious low quality of education these students had received. Racial prejudices and discriminatory practices were also revealed. Grouping and marking systems currently in use were condemned.

It was significant to note that many teachers were prepared to talk about students but not with students. Most adults were prepared to discuss desegregation but found it difficult and a learning task to be desegregated across lines of generation, color, social class, and social assignment.

On the opening day of the second week the Institute continued at Helms Jr. High. The morning general session was devoted to a panel of representatives from community organizations. The afternoon session was addressed by Mr. Lerone Bennett, Senior Editor of Ebony Magazine who discussed the necessity for integrating Negro history and people into Social Studies curricula. Since he was a speaker and participant at the CORE Conference then going on in Oakland, he brought information about this

national meeting and drew implications from it for the local Richmond scene.

The afternoon was devoted to further definition of areas of concern and the problems on which participants were ready to work.

Those interested in curriculum perceived that a complete job would require examination of content and writing of additions in all subject areas in order to include the history, contributions, and problems of minority groups. American History, Social Studies, Current Events, Civil Rights, Literature, Art, Music and Science are courses that need to be "integrated" if what is now being called "Black Curriculum" is to be achieved. This group also recognized that teaching materials and methods would be involved as well as defining the roles to be played by teachers, students, school-community aides, parents and significant others in the Black Community. Obviously in-service education with respect to new curricula is essential.

A group chose teaching as their center of interest. They perceived that this would also have to include in-service education. To accomplish their ultimate goals would require money and released time. They included in their area preparation for desegregation, problems of teaching the disadvantaged, human relations, individualization of instruction, methods of building positive self concepts, and remedial measures such as one-to-one tutoring. They recognized the necessity for desegregation of faculty as well as students.

Guidance, counseling and discipline became a third task area. This was to include study of aspiration levels, peer group pressures, work with parents, revision of suspension and corporal punishment policies, methods of dealing with accusations of prejudice and mistreatment based on race

differences, and incident control. They affirmed the necessity for having Negro counselors in all large schools.

Other activities became an area for the teen-age group. They were ready to deal with racism among students concentrating on student government, social activities, clubs, inter-racial councils, student assemblies and inter-school visitation and exchange activities.

Desegregation-integration of Richmond's schools was, of course, the focus of interest on the part of many youth and adult participants. They saw that this would involve them in study of school boundary lines, busing, open enrollment, parental opposition, hiring, firing, and transfer policies, to secure integrated faculties, attitudes of the Negro community, political action, knowledge of who is and how to approach the power structure and total commitment to the task. Preparation for and activities involved in integration require in-service education and a hard look at grouping by ability.

An amorphous group assembled under the impression and hope that they could deal with the process of implementation and thereby facilitate the work of all the other groups. They suggested sending their members into each group to obtain and provide ideas and to accept responsibility to aid in carrying out plans. Independently, one of their concerns was developing teacher power. They also proposed and immediately began a daily news called "Belmont Barb" which served to keep all participants not only informed of the daily schedule, special events, activities, plans in the making as well as points of impact or impasse. Participants contributed their reactions to speakers and group meetings and submitted anecdotes and poems. In other words, this organ became the pulse of the Institute (See "Belmont Barb - A sampling.")

Second Ten Days - A Live-in Experience, Belmont

After the July Fourth Holiday, the Institute reconvened at College of Notre Dame in Belmont. During the following ten days students and adults enjoyed the hospitality, facilities, food and personnel of the College. The Sisters were good company for participants. They, in turn learned much from association with teen-agers, staff and teachers of both races. Up to now, many of them had paid little attention to problems of race relations and had never associated with Negroes. Their conversation showed that many had strong unexamined feelings. The Institute served to involve them in the problems caused by racism in American life. Many attended the special lecture programs and the evening of music and fun staged by the students and in turn presented a beautiful choral program which all participants thoroughly enjoyed.

The daily schedules throughout the period including Saturday and Sunday were varied depending upon the speakers, provocativeness and relevance of films and the need to complete tasks on which groups were working. This afforded teachers an experience in "demand scheduling", and innovation now being tried in some schools. Most days, however, included general sessions, discussion groups, and work on tasks. The latter frequently required groups to split into two's and three's.

Three films were shown at appropriate times: "Star-Spangled Extremism," "A Time for Burning", discussion of which was led by the films target figure, Reverend William L. Youngdahl, and "Nothing But A Man"

Speakers came to broaden horizons by articulating and provoking other points of view (the comfort factor was ignored in this tense learning situation) and to provide inspiration. The resident staff was sensitive

to the positions held by each participant as well as the direction of his understanding and accumulating knowledge; his growth in implementation and evaluation was reflected by his contributions to the group task. Such observations and diagnoses influence the choice and sequence of speakers. More consultants were alerted to the possibility of their making presentations at a given time than was possible. This meant the developmental changes in the Institute determined content and sequence rather than the predetermined choices and convenience of the speakers. This was not easy to reconcile and two speakers had to be paid despite the fact that they were not needed and therefore not used. The Goodwill of the academic community has been maintained, however, they will be invited again (for an additional fee) during the follow-up period. It is expected that this postponement will heighten their effort to be relevant since they are now familiarized with the ebb and flow of participants concerns.

Prof. Herman Blake did a precise and sensitive job on the history of Jim Crowism (See Appendix for a copy of the basic points made by Prof. Blake). He and Dr. Clyde DeBerry, Race and Education Specialist from Oregon who was on the staff, had an honest black-black dialogue on how Negroes are to secure the power, change the conditions which continue to oppress, restrict, and destroy them and their children, and most importantly, how they are to bring about these changes in the schools. The change to make education relevant and functional must be forced by Blacks on unwilling Whites. Emphasis was placed on the growing demand by Blacks that they and they alone need to, want to, and must make the decisions about their neighborhoods and their schools. This central staging of blacks for and in defense of blacks underscored the pseudo camaraderie of black and white participants in the Institute.

Dr. Clyde DeBerry, having been asked to reflect the CORE meeting, presented a dramatic, disturbing address in which emphasis was on separatism. He said, in effect, that the schools must be taken away from "Hunky" or "Whitey" and that unless changes in the decision process are made, there will be serious trouble." "Black people are tired of being kicked in the butt." "Black schools are for black people and therefore must be controlled by black people." He proposed blackness throughout the curriculum, black holidays (to remember Malcom X, for example), black people to implement such curricular changes and renaming of black schools for black leaders. He said, "Let us name the black schools or they won't be black schools." At another time, Dr. DeBerry said, "White adults are phonies; white kids are real."

The black-white confrontation was real. It was not without tension. Dr. DeBerry fanned the social-class flames by using lower-class language which to some teachers was considered objectionable, insulting and abusive.

This concrete semantic clash was another index through which the staff could plot understanding and more than a verbal tolerance for cultural differences. The objection to Dr. DeBerry's explicit language before the young people, flushed out a number of defenses: "Not before the young people" "I don't have to listen to that and there is not excuse for coarseness". He raised so much feeling mixed with some hostility in the youth that they asked for a special session with him.

Dr. DeBerry's strategy, his personal involvement in the Civil Rights Movement and his sound academic research background clarified the issues of segregation, desegregation and resegregation on the level of action for schools and community as well as on the level of suppressed feelings.

This confrontation was the hub of the Institute; all were involved,

all were looking inside at their own understanding, feelings and proposed action; and all were looking at others in their groups and those in other sub-groups. This resulted not only in hard looks but a sharp division between Blacks and Whites when in an open session the Institute participants were asked to announce their commitment to desegregation. All Negroes remained ominously silent. Such an approach precipitated a stormy, emotion-packed session. Blacks met by themselves (and continued to meet after hours several times). (See Black Minority Report at the end of this section.) This forced whites to meet alone and confront themselves on the question: "who is school desegregation for?" After the dust settled it was evident that Dr. DeBerry's ideas or practices were new and that for many of the middle-class Negro professionals, in particular, such ideas and roles had not been thought through. It is most significant to emphasize that the following factors conspired to make this an honest emergence of content and methods geared to "Leadership Training in Problems of School Desegregation":

1. The excellent diagnostic skills and sensitivity of the staff
2. The constellation of the staff (including their own colleagues and In-service Education Fellows and returning '66 Institute participants) as professional educators, sociologists, community action researchers, former classroom teachers and a former principal.
3. The representation of different ideologies even within a single discipline, pattern of life, and a single color group among both staff and participants
4. The physical arrangements which harness both the informal after-hours interaction within the humanistic confines of the College of Notre Dame

In complement to the aggressive presentations of Dr. DeBerry was the equally articulate and forceful counter argument of Miss Gertrude Lear. From her vantage point as an experienced public school person who had opted

for an integrated curriculum long before the Black Curriculum advocates became militant and from her national involvement in aggressively aiding schools in implementing pupil and teacher desegregation, she was an able counterbalance to the thrust for black power when it veered toward other than a healthy constructive development of black identity and black consciousness.

This was an anxious, painful time for all, including the director. After sufficient time for reflection and self examination, the director conducted a large-group confrontation session. Despite expectations of continued conflict, participants revealed great wisdom and skill; in some instances, they surprised themselves and each other. In the days following the emotional catharsis of the heated exchange interpersonal friendships and interracial understandings continued to grow, but this time, on a more sound and open basis. The sincerity, integrity and dedication of both black and white participants and staff as they worked in task groups to accomplish their common goals, served to influence behavior and enabled all to play more constructive roles as participants, colleagues and as consultants to another group. Such a statement can only be made in retrospect. The tug between disintegration (of the self, of group rapport, of Black-White relationships) and integration was and is real. The personal fortification and professional growth resulting from this confrontation has been experienced; and was survived, at least at this one time.

The Institute then moved into a consideration of local power structure. Mr. Floyd Hunter came to talk about "The Community Power Structure." He discussed decision making--who is involved, to what ends and the role of private economic sectors. He said that a small number of people make the decisions in Richmond about buying property, widening streets and urban

development, determine who gets elected to designated offices and that these decisions are made with little or no relation to the schools. He did much to put the black-white, school-community issues in the broad context of national and state as well as local decision-making.

Mr. Hunter indicated that the power structure has kept Negroes out of corporate life and ownership, and aims to keep them out. He pointed out the inadequacy of both private and government agencies in providing the vast sums of money needed to abolish poverty, renew the cities, care for the people and produce high quality education. This was an integrative session which was strategically timed. (See Appendix for the major issues discussed in Mr. Hunter's speech).

The Mexican-American group was also considered in order to broaden the concept of minority position and power dynamics. Mr. Lino Lopez brought four young Mexican-Americans from MAYO (Mexican-American Youth Organisation) who made vigorous and forceful protests against the prejudice and discrimination they suffer in the public schools. Their presentation and involvement personified the coming together of California's two largest minority groups. And as the youth participants took a field trip to San Jose and participated in the MAYO Conference it represented a coalition of youth. The Institute's Youth Participants became more than aware but actually were involved in Mexican-American concerns for leadership development and school desegregation-integration. (See both the report on Youth Participation and the Mexican-American charge of discrimination included later in this section).

The panels of community aides and organization representatives further increased the concerns of participants and their knowledge of the resources and programs directed toward the problems of Negro children and parents in

the schools. The stress was how the action proposals and the leadership roles assumed by Institute participants could best relate to and use the resources available.

Visitation Day

A unique feature of the Institute was Visitation Day which was two thirds through the training session. This was a time to involve others and most importantly a time to really test the action recommendations to be proposed by the specific task groups of the Institute.

Participants not only invited their families and friends but hundreds of invitations had been mailed to business, industrial, social, civic and educational leaders strategic to the Richmond community. One hundred and thirty-five people came.

After registration, refreshments and orientation, visitors were invited to participate in task-group meetings. Both students and adults presented the rationale for problems which they were proposing for making changes in the school system and, instructional practices. Visitors raised many questions, argued over some points, suggested some changes in plans, pointed out pitfalls to be avoided, offered new ideas.

In the late afternoon staff were available for individual and group conferences.

The following day in a general session each task group reported on what had taken place and what their individual groups had learned. The important function the day had served was to answer and dispel such rumors regarding the Institute that "meetings are closed" or "no one knows what goes on" or "people are in the Institute to serve their own narrow purposes, or to build up their own pet organizations"; or that "the Neighborhood School Group came with statements prepared to condemn the Institute."

These fears were dispelled. The openness of the program the tentiveness of the action proposals and the sincere invitation to evaluate and reorganize the plans suggested was communicated to all attending.

Reports and Activities Undertaken by Work Groups

One of the outstanding features of this Institute was the nature of its task orientation. From the first day staff had placed emphasis on the individual's need to look at himself, his own attitudes and his own behaviors in order to decide in what way these would have to be changed if the purposes of the Institute were to be accomplished. Whether or not this was done remains locked in the hearts of many participants. The emotional energy expended in self-confrontation may have been partially responsible for the illnesses which began to appear: sore throats, intestinal upsets, stomach aches, headaches and loss of voice. Analysis of the final reaction surveys showed that 93% of the participants did commit themselves to doing as well as thinking activities and talking approaches.

Institute Action Plans and Reports

Active participation in group planning by the Superintendent of Schools produced conviction of his sincerity, integrity and intention to get plans implemented. This resulted in a statement of support signed by most of the participants.

Participants "signed on the dotted line" their promise to attend a Board of Education meeting scheduled, at which plans for desegregation-integration of schools, re-making of a Negro school into an integrated demonstration-laboratory school, in-service education for all teachers, and changes in hiring practices were to be presented.

Members of the Institute had already set up plans for meetings with community residents to explain plans, solicit support, and secure promises to attend the Board meetings.

Principals had been contacted and had promised to assist student and teachers in carrying out plans for integrating faculties and creating integrated student activities.

The full reports of task groups follow.

LEADERSHIP SKILL TRAINING GROUP

Herbert Naboisek, Coordinator

Staff

**Herbert Naboisek, Ph.D.
Associate Professor of Psychology
San Francisco State College**

**Merrit Winans, Ph.D.
Professor of Psychology
Sacramento State College**

**Margaret McKoane, Ph.D.
Dean of Women
College of Arts and Sciences
Sacramento State College**

**Meyer Kahn, Ph.D.
Professor of Special Education
San Francisco State College**

**Marcelle Kardush, M. A.
Assistant Professor of Psychology
San Francisco State College**

Reverend William Parsons

T-Group Training at the July Conference

The recent conference--June--July--of the Richmond School District Integration Project included T-group training as part of its program. Six groups of twelve persons each were originally formed in a way best representing the statuses of race, sex, and positions in school and community. From 8-10 persons actually attended, the worst showing being made by community members. Teachers were in the majority. The classification "Negro male teachers" was the smallest in the school population.

The T-group trainers were experienced and qualified. They met both before and after the actual T-group sessions, first, to become familiar with the context, and later to evaluate. There were three sessions on successive mornings between 9 and 12.

At the first trainer get-together it was concluded that the topics of prejudice and integration could not be excluded from the content of the interactions even though T-groups focus on rather different problems. They are "laboratories" for training in acquiring sensitivity toward one's real feelings, others' real feelings, and learning to risk expressing one's reactions, on the basis of an on-going process. Such groups do not concern themselves with discussing programs of action, as such. But it was felt that since group members would actually spend the major part of their time at other activities all concerned with prejudice and integration, it was inevitable, especially with only three short sessions available, that they could not divorce themselves from this concern. It was predicted that in the T-group this would be expressed by self-examinations: What are my true feelings? Where do I stand? And that open questions would be achieved in the presence of both Negroes and whites at least apparently willing to confront such a task. The trainers were willing to go ahead since apparently the question that the T-group tackles--how can I function more effectively?--would simply in this situation be rendered as, How can I be more effective as a worker for this cause?

A brief report cannot but present an outline that presents general features. From a discussion after each session, the following seems applicable:

The groups began with a slight shock experienced by members when they realized that inner feelings were being elicited. There were the usual signs of resistance in sociable chatter, sudden silences, and in persistence in remaining on the manifest level of conference events, anecdotes, criticisms, etc. One issue was that school personnel know each other, but community people were isolated within the groups.

At this stage more than any later one trainers were active. They frequently intervened to focus attention on the latent feelings behind things being said, to rule out matters outside present interactions, to promote personal encounter. They made these rules of the group. Generally a tendency then began to appear for people to relate personal experiences often connected with prejudice, such as matters of housing, frustrations on the job, etc. Personalities began to emerge. However, the tendency was to resist personal encounter which was sometimes exacerbated by white members "helping" the trainer through a game in which they let Negro members play the most active roles through "sympathetic" listening and questioning.

Simultaneously a stage of emotional identification was forming, leading to alliances and even stronger relationships, and basing itself on a feeling for individuality. People were getting to know each other, and the atmosphere was such that they became sensitive to people's particular concerns and needs. The wounds suffered from prejudice on the part of Negro members were laid open, and all members felt them, too. The whites often seemed banal and irrelevant because on the part of some, at least, they could not meet the situational demands for giving understanding.

"Individual stereotypes" began to take shape on the basis of short exposure. In these groups the main elements were the typical approach of the person to the problems of race, and the set of emotional reactions to group situations. The group task became that of "feed-back" in which recognition of the impact each person made on the others was achieved. This involved self-discovery and self-evaluation and this, as the final part of the dynamic of group development, created belief in and trust in the others.

It is possible to describe a variety of discoveries of true feelings about race--mainly the presence of ambivalences. Of course this is what one would expect. Perhaps the most noteworthy is the actual existence of some whites who will meet Negroes wholly as one individual to another, with love and acceptance. It seemed questionable whether the reverse existed. Another noteworthy attitude was the influence apparently of acculturation of Negroes toward the racial struggle. In some instances, at least, there was evidence of "identification with the aggressor", e.g., alarm regarding Black Power. It was only too evident that Negroes took the racial struggle more seriously than whites--trainers thought it possible to describe the attitude of white members as "ethical."

Evaluation: To discover that one is prejudiced is not a pleasant experience when one fancies otherwise. This happened frequently, and with the force endowed by its being a public event. For a Negro to appear publicly to be "anti-Negro" likewise is unpleasant. The supportive role of the group prevents

this experience from being disastrous. That there are many points of view about individual events was a lesson that had been forgotten by many.

The trainers and members both felt the experience was a worthwhile one. Members learned to listen to more than the content of what people uttered, and they also learned to pay attention to their own reactions and try to understand themselves. Working through from suspicion and distrust to warmth and trust is probably the most profound basis for believing that they emerged more effective as persons and as conference members.

COUNSELING AND GUIDANCE

Fran Gillis, Chairman

Hazel Sawyer

Lenora Robertson

Charles Holford

Jesse Smith

Lorraine Bean

Hazel Olson

Lila Reinertson

COUNSELING AND GUIDANCE GROUP

In order to carry out democratic principles and practices within the Richmond Unified School District and to achieve equality of education, the Counseling and Guidance Task Group of the Institute on Problems of School Desegregation makes the following recommendations relating to counseling and guidance:

1. The roles of teacher, counselor and guidance worker shall be redefined in relation to each other in order to provide a supportive team for the individual student.
2. In-service training programs must be provided for all counseling personnel. The in-service program must deal with theory and practice in order to establish a common frame of reference. Representatives from each group in the Institute concerned with in-service training shall be part of an advisory committee to coordinate in-service programs.
3. The counseling staff at every secondary school shall be integrated starting September, 1967. To achieve this:
 - a. Declare a moratorium on hiring of white counselors until the total counseling staff of the district is desegregated (reflecting the racial composition of the school district).
 - b. Hire provisional counselors from minority groups when necessary.
 - c. Move toward the counseling ratio recommended by the California State Department of Education.
4. District-wide In-service training shall be mandatory for teachers of grade levels K through 6. Some type of orientation shall include all personnel in the Unified District. These workshops shall have built within their framework the lifestyles of Negroes, Mexican American, Oriental and other disadvantaged students in order that they be accepted, understood and given

a feeling of worth and dignity.

5. The District's testing program must be re-evaluated as to its validity and use. Some of the major concerns are:
 - a. the manner in which some tests are given which affect scores, e.g. physical surroundings, crowded conditions, the use of lap boards, and administering personnel
 - b. the kinds of tests given
 - c. how tests are used to group, label, isolate and lockout students from the best learning situations
 - d. I.Q. scores should not be sent out routinely on transcripts
6. Group orientation shall be provided for parents of children entering kindergarten in order to establish a working relationship between parents and school.
7. The N.D.E.A. counseling project for eighth grade students shall be expanded so that each student receives individual counseling with his parents in order to explore his strengths and weaknesses and to give the family guidelines for future planning. The D.A.T. as an instrument for use in this project shall be re-evaluated.
8. Negative, punitive measures, including corporal punishment by all school personnel as now practiced in the Richmond Schools must be abolished. There are new approaches which can be used such as: group counseling, cross-age counseling (student to student counseling tutoring, school-community workers, etc.
9. In order to achieve equality of practice throughout the district, some method of enforcement of policies must be devised.
10. Counseling programs shall be established in all elementary schools. A pilot project for elementary school counseling shall be initiated by members of the Counseling and Guidance task group and other interested persons. Before August 1 of this year a meeting will be called to do preliminary planning and to explore supplementary resources.

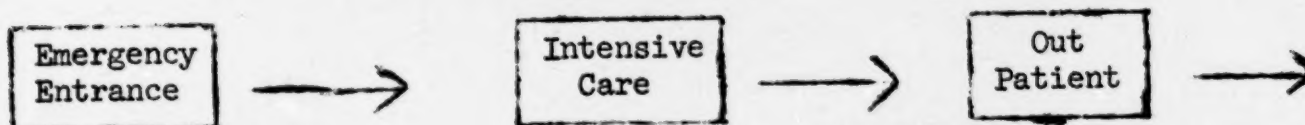
REPORT OF THE COUNSELLING, GUIDANCE AND DISCIPLINE GROUP

Visitation Day July 9, 1967

DIAGNOSIS: "OUR CHILDREN ARE DYING"

For effective treatment do we need intensive care?

A PILOT PROJECT FOR COUNSELING THE DISADVANTAGED CHILD



OR BAND-AIDS?

- ☐ Hiring minority group counselors?
- ☐ Separation of counseling and discipline functions?
- ☐ Reduction of counseling load?
- ☐ A new look at testing our placement of children?
- ☐ Elementary school counseling?
- ☐ Expansion of school-community worker program?
- ☐ Closer relationship between counselor and teacher?
- ☐ Group counseling?
- ☐ Better utilization of outside agencies?

"YOU CAN'T TELL YOUNG PEOPLE WHO THEY ARE. FIND OUT WHAT THEY WANT
TO BE...AND HELP THEM."

Herman Blake

CURRICULUM GROUP

Vernon Dahl

Ann Dyas

Sterling Crouch

Paul Brown

John Minor

Linda Soo

REPORT OF CURRICULUM GROUP

The curriculum group of the 1967 Leadership Training Institute in Problems of School Desegregation submits the following proposal to the Board of the Richmond Unified School District. We request that it be adopted as policy and that the Superintendent of Schools be directed to implement it during the 1967-68 school year and thereafter.

EXPANDED CURRICULUM

Whereas the present curriculum of the Richmond Schools sadly neglects accomplishments, contributions, and problems of minority races in all subject matter areas, be it resolved that the curriculum be revised to include the contributions of Negro Americans, Mexican Americans, Oriental Americans and other racial and ethnic groups at every level and in every subject matter area. The history of the civil rights movement and current affairs should be related in every possible way to traditional subject matter offerings. Specifically we offer the following suggestions in one subject area as an example. These suggestions should not be regarded as the only possibilities but merely as a starting point in revising the curriculum.

English Literature considers the experiences, interpretations of experiences, thoughts, feelings, despairs, and hopes of people as written or translated into the English language. Among the American writers whose works are read, there must be representative minority authors such as James Baldwin, Langston Hughes, Alfonso Castro, J. D. Salinger, S. I. Hayakawa and others. The purpose of such study must be to give children varied impressions of the realities of the world in which we live, including the fears, frustrations and successes of

Report of Curriculum Group

significant groups within American society. Specifically, the student must be given opportunities through exploring literature to gain a more complete picture of himself as an individual, as a member of significant groups within the nation, and as a member of the human family which inhabits this planet.

TEACHING METHODS

In addition to the accumulation of materials and information related to minority races, the following are some suggested changes in teaching methods designed to best stimulate the interests of youngsters who will be exposed to the new curriculum.

Teaching gives the child reason for living, teaches him how to learn, and gives him an understanding that learning lasts all of his life in a rapidly changing world. The individual must be helped in finding out "Who am I?", and about racial and ethnic differences and the realities of life for minority groups. Teaching must stress reaching individuals and cause them to become active learners.

Teaching must always strive for relevance, for what is real to the child now. Teaching activities for a social studies unit at any grade level might be:

1. Planning and goal-setting, including teacher-pupil planning.
2. Gathering materials needed.
3. Total class activities: viewing and utilizing film.
4. Group activities: a committee works on a sub-topic.
5. Individual projects: a student collects information and ideas that contribute to a committee's work, or follows a line of independent inquiry.
6. Sharing and reporting activities: a panel discussion brings to a class the findings of four individuals.
7. Evaluation activities: the class evaluates its work for an appropriate span of time, in individual conferences, the teacher and a student analyze the individual's needs for improvement.
8. At various stages in this on-going process, the teacher, the teacher and the class, a group within the class, or an individual will change goals. All participants will realistically plan ahead. (see Appendix).

Report of Curriculum Group

EARLY CHILDHOOD EDUCATION

The importance of early childhood education cannot be over-emphasized. In order for a child to fully reap the benefits of an expanded curriculum and modern techniques, his education must start when he becomes aware of his surroundings. Such studies as Benjamin Bloem's "Stability and Change in Human Characteristics" clearly show that many characteristics are well established by age 5 or 6. It should be our goal in the Richmond Unified School District to involve every child in a pre-kindergarten program with children of varying race and socio-economic status. We must provide facilities, trained teachers, teacher aides, materials, and planned parent involvement. We must also plan and carry out effective follow-up activities so that the gains made in such a program are not lost in the early grades of school.

REMEDIAL PROGRAM

Because so many of our children have not been stimulated to achieve up to their potential and are lacking in the fundamental skills necessary for success, it is recommended that a strong remedial program be instituted for those that need it. District policy should require that every effort be made to give teachers the assistance of curriculum and guidance consultants, teacher aides, and other specialists so that maximum effort to successfully individualized instruction can be made prior to referral for remedial help outside the classroom. Remedial Programs must involve the latest developments in the disciplines providing understanding of the many different ways people learn.

The results of the practical research in the work with the neurologically handicapped and with the emotionally handicapped, and with the educationally deprived, also should serve as a basis for developing

remedial techniques, materials, and equipment.

Remedial programs must cease to be largely providing more individual time simply to do more of the same kind of teaching with the same kind of materials that were ineffective in regular classrooms, and which in some cases, even contributed to the pupils lack of success. (see Appendix)

GROUPING FOR INSTRUCTION

Our basic aims for all children are: to develop positive concepts of self, to raise their expectations and aspirations, to improve human relationships, and to raise the levels of their academic achievements.

These aims can best be accomplished in classes and various other school situations which represent the cross section of individuals and circumstances with which pupils will ultimately have to deal in the community and the world at large. (1966 Leadership Institute).

It is proposed that Richmond schools, both elementary and secondary, take positive steps as soon as possible to carry out the policy of grouping students for instruction in broadly based, racially balanced, cluster or heterogeneously grouped classes. It is further proposed that representatives of this In-Service Curriculum Committee cooperate with the Implementation Organization of the 1967 Institute to work with the established district Curriculum and Guidance committees to organize and implement this policy in September 1968 and to the extent possible during the 1967-68 school year.

CURRICULUM WRITING

In order to correct the above-noted deficiencies in our curriculum, it is essential that curriculum writing teams be established in each of the subject matter areas in the 1967-68 school year. Each team should consist of some specialists in the particular subject and should have

representation from minority groups, as well as students, and should involve people from outside the school community as needed. Members of the 1966 and 1967 Institutes should be specifically included on these teams.

IN-SERVICE EDUCATION

Perhaps the most important recommendation that we have to make comes in the area of in-service education. Unless every person who comes in contact with children does so with a completely open mind and is instilled with the desire to stimulate students with the desire to learn, learning will not take place. In-service education in the area of human relations is mandatory for all personnel. Additional time must be sought for this purpose. Institute days, additional minimum days, faculty meetings, and workshops are all possibilities for this purpose.

In order to develop rapport and mutuality between the school and the school community, all teachers should attempt to visit homes of children during the school year.

INTERIM RESPONSIBILITY OF TEACHERS

Until outlines and guides are available, it becomes the responsibility of each teacher to include historical information, significant contributors and the contributions of our minority groups to the American culture. This can be done by active contributions of our minority groups to the American culture. This will include the contributions of the past as well as of the present. This can be done by actively involving students, parents, and fellow teachers through research projects, community visitations, and current materials including books, pamphlets, and periodicals. The Curriculum Advisory Committee in each school will assist in this effort.

PLANS FOR CURRICULUM IMPLEMENTATION

1. This Institute Curriculum Group to meet with the Assistant Superintendent of Instruction and elementary and secondary Curriculum coordinators on Thursday, July 20, 1967 to present an outline of plans for developing ethnically integrated curricula.
2. A broadly based Curriculum Committee including students, teachers, and department chairmen to be established in each junior and senior high school to work with the Instructional Vice Principal.
3. A variation of this type of committee also to be established in elementary schools.
4. Institute representatives to work with the established elementary and secondary Curriculum Committees throughout the year to facilitate appropriate integrated curriculum development and implementation.
5. The Institute Curriculum group to meet at least once each school quarter during the 1967-68 school year to help implement these curriculum changes and to make progress checks. This group to be expanded to include representation from each secondary school as well as community representation from the minority groups most directly involved.

CURRICULUM APPENDIX

(Remedial Techniques and Materials)

District policy should require that the following steps be taken before referral of pupils for remedial help outside the classroom.

1. As early as possible before the end of the first report period teachers should submit to the principle the list of pupils who may need to be referred for remedial help.
2. Health records should be checked to see if these pupils have received vision and hearing tests. If not, these should be requested and the results obtained at the earliest possible date.
3. Information available in the academic, social, health, and guidance records should be reviewed with other teachers and special services personnel who may help the teacher understand the reasons for the pupil's lack of success and what level of performance seems to be reasonable in the light of all data that can be made available.
4. That a parent conference be held to inform the parent of the pupil's lack of success, and secure additional clues, if possible, regarding handicaps to successful performance.
5. That assistance from such sources as the following be used to improve the teachers understanding of the pupil's and the chances for more adequate and individual help within the classroom:
 - a. curriculum consultant
 - b. guidance consultant
 - c. teacher aides
6. Decision to request remedial assistance should be the result of a case conference with the remedial teacher and the resource persons mentioned above. For the purpose of sharing/interpreting

Curriculum Appendix

the information which the remedial teacher will need to plan more effectively in working with the pupils.

TEACHING METHODS - APPENDIX

Teaching methods used by most teachers in most American elementary and high schools are not succeeding in their purpose to "turn on" every student: to give him reasons for wanting to live and grow up into the adult world, to teach him how to learn (including many skills and approaches to knowledge), and to give him an understanding that learning is a life-long process in a rapidly changing world. A basic part of that learning must involve learning about people, their similarities and differences, their varied heritages, their present hang-ups, and some of the realities of their present existence and possible future. A related part of the learning is "who am I?", the necessary struggles of the individual for identity, and for understanding his many relationships to others in his environment. Teaching methods must be relevant to the individual child, and to his world. Teaching must not only reach kids, it must touch them, and it must cause them to become active learners.

As Alice Miel points out, present teaching methods involving human differences are ineffective because they occur in segregated schools where children lack experience with those of different race or social class. (Miel)

TEACHING ACTIVITIES

1. The first teaching activity is planning and goal-setting. Planning must be done for the entire class, for groups within the class, and for individuals in the class. It should involve a great deal of teachers-pupil planning, since students can help teachers see what is real, what is important, what is relevant for them at a given time.

Example: Sara plans a social studies unit on the population problem of India. Students decide what they want to know, and how they will go about their work to get answers to their questions. Planning will require decisions about the entire class and its part in the unit, decisions about one or more groups which are formed in the early stages of the project, and the initial decisions about the work of each child.

2. The second teaching activity involves the gathering of materials for teacher use and for student use.

3. The third teaching activity involves the whole class in its study.

Example: Sara and her class agree how to use a film entitled "The People of India." When the film arrives, it is used, and its information and ideas are incorporated into the continuing work of the class, its groups, and its individuals. Specific mention will be made of the castes, classes and the racial and religious minorities that make up the population of India. Plans will be made to discuss their status and their problems. Comparisons will be made between the castes and classes of India and those of the U. S.

4. The fourth teaching activity is that of a group within the class.

Example: Time leads the committee on Hindu religion. The beliefs and practices of Hinduism will be compared and contrasted with those of the Protestant churches of the U. S., with principal attention given to beliefs and practices that effect birth control. During its work, the committee may alter or entirely change its goal; the teacher will be kept informed on this.

5. The fifth teaching activity is that of an individual in the class, working on a topic within the overall unit.

Example: Mary collects information from several sources such as

microfilm and periodicals on Indian beliefs and practices with regard to cows. She may report her findings to a committee, or to the class as a whole. Such reports may be made in many ways, such as by use of transparencies on an overhead projector. Mary may also discover a programmed unit on the human geography of India, and may spend several days going thru it to get information for her specific topic, and to add to her general fund of information on India.

6. The sixth teaching activity is sharing and reporting.

Example: A panel presents its findings on the status of the untouchables. On the basis of the presentation, a new committee is formed to compare the plight of the untouchables with that of various minority groups in the U. S. This is an example of how a unit should evolve, with changes, additions, and deletions being made as needs of the class and its groups and individuals change.

7. The seventh teaching activity is evaluation.

Example: There are at least 4 aspects to evaluation:

- a) Sara discusses with the class what was done well, what they need to understand better or what skills they need to improve and also next steps to be taken. This is class-wide evaluation.
- b) Later, she goes over Tom's report with him in private. She encourages self-evaluation by Tom. She makes notes on his successes and failures on a check-list devised for the purpose. This is individual evaluation.
- c) The students participate in forms of meaningful evaluation to help in the planning of later learning activities.
- d) The teacher and the class use various evaluations to help in the planning of later learning activities.

CONCLUSION:

In all these activities, the teacher stresses active participation, meaningful discussions of values, positive inter-personal relations, the making of choices, the relativity of truth, and the importance of the individual human being. Because he is aware of the long-term stability of many human characteristics, the teacher realizes the necessity of a warm, intuitive, and inclusive program to touch and move each individual student.

Report of the Curriculum Group - July 9, 1967 - Visitation Day

EXPANDED CURRICULUM

Integration may be the law of the land, but most of the books children see are all white. Across the country, 6,34,000 non-white children are expected to learn to read and understand the American way of life in books which either omit, or scarcely mention them. There is no need to elaborate upon the damage--much of it, irreparable--to the Negro child's personality.

But the impact of all white books upon 39,000,000 white children is probably even worse. Although his light skin makes him one of the world's minorities, the white child learns from his book that he is kingfish. There seems little chance of developing the humility so urgently needed for world cooperation, instead of world conflict, as long as our children are brought up on gentle doses of racism through their books.

Questions

1. There are some books and materials now available for classroom use which present the minority groups' contributions to all areas of our society. How do we get these books and materials in the classroom?
2. How can we get information and materials about the contributions of the minority groups to our society, and how do we get these used in the courses where text books are not readily available?

HOW GROUPING PRACTICES AFFECT LEARNING

Michigan Association for Supervision
and Curriculum Development and Research
Division, Michigan Education Association

Ability grouping is a widely used practice in American schools and has been given attention in the public press and professional literature. Some schools group or section children according to I.Q. scores, reading achievement, or other measures of school achievement. This is usually called ability grouping or homogeneous grouping. Other schools use different ways of grouping children. Many schools try to form groups on a mixed basis, also known as heterogeneous grouping.

Some teachers use ability grouping because they believe they can do a better job with classes in which students are more alike in their measured school ability or school achievement. Where mixed (heterogeneous) classes are used, teachers will often group within the class as the need arises.

School ability is not the only means of forming classes. Common interests, common needs, maturity of children, sex of the child, and other factors have also been used in recent years. The issue of grouping is generally viewed in terms of whether to use ability (homogeneous) grouping or mixed (heterogeneous) grouping. Research to date shows that no one form of grouping has been found to be effective or ineffective when

considered by itself. We see the issue as a question of determining what kinds of grouping are suitable to fit specific purposes, with certain students, teachers, methods and materials in mind.

1. How does ability grouping effect student attitudes?
2. How does ability grouping limit the creativity and excellence of teachers?
3. How does ability grouping effect minority children?
4. How does ability grouping effect the curriculum?

* * * * *

In-Service Education
for all Educators

In order to implement a program of high quality education in an integrated school, it is essential that a program of in-service training be undertaken by all those who play a part. In-service education is a most important means of bringing about changes in teacher attitudes and philosophy as well as changes in teaching techniques, materials and means to reach the interests of students.

In-Service education must be mandatory for all educators. To accomplish this, released time must be made available. The training program would include work shops on teaching methods, curricular materials workshops where minority contributions to specific fields of learning would be developed, and visitations to demonstration schools to see high quality, integrated education taking place.

References

- Benjamin Bloom, Stability and Change in Human Characteristics
Joyce and Harootunian, The Structure of Teaching (pub. by SRA)
Lee and Allen, Learning to Read Through Experience
Holt, How Children Fail
Ashton-Warner, Teacher
Miel, The Shortchanged Children of Suburbia (pub. by the American Jewish Committee, N. Y.)

DESEGREGATION/INTEGRATION

Committee:

Rose Scott, Chairman	Irvin Janeiro
Mike Scott, Vice-Chairman	Betty Marker
Richard Antaki	Bill Munson
Bill Bradley	Lois Pagle
Olivia Bean	Carol Schaefer
Beulah Edgett	Henrietta Scott
Dave Guthartz	Roseanne Seratti
Pat Gordon	Charles Sudduth
Sylvie Griffiths	Emmett McCuistion
Cynthia Isabell	Edgel Watson
Judy Johnson	Joyce Whitney

Sandra Wesley

DESEGREGATION/INTEGRATION

Objectives:

I. Integrated Demonstration School at Verde

Plans to be worked out only after extended and careful consultation with the people of North Richmond. A meeting has been scheduled for July 25th at the North Richmond Community Center. People have been contacted and a letter outlining our ideas has been drafted (see attached).

II. Desegregation of Pinole Valley High School

III. Integration of Pinole Valley High School

IV. To further implement integration, the children in the Parchester area should go to the Elementary Schools that feed into Pinole Junior High and thereafter to Pinole Junior High School and Pinole Valley High School.

V. Because of hard work of the Committees that preceded our Institute should be recognized, we heartily endorse the following consensus from the Santa Rosa report which in turn was based on 15 months conscientious study by the Citizens Advisory Committee on De Facto Segregation.

- A. Integration should begin as early as possible (pre-primary)
- B. Reasoned and substantial steps should be taken to promote racial balance
- C. All steps taken should be toward racial balance (both immediate and long range steps)
- D. No student should be put on an extended day in the change-over of organizational plans

- E. Community understanding and support must be developed
as each step is taken to effect desegregation/integration

RECOMMENDATION FOR A DEMONSTRATION SCHOOL AT VERDE

The idea to set up a desegregated, well-integrated Demonstration School at Verde in 1968 came out of the Belmont Institute. There is already a building program using state funds at Verde and the plans have been made. Now there is an opportunity to set up the latest and finest school giving integrated education in the Richmond Unified School District.

The thinking is that the children from north Richmond will have first choice and that the desegregation-integration will take place by application from all areas of the District. The children will be screened by a staff made up of teachers, administrators, and persons representing all parts of the community.

Why would this school be special? First of all, it would provide integrated elementary education. Secondly, it would have master teachers in charge of each classroom. Other teachers would come in for observation and in-service training from all the other schools. Thirdly, it would use the most modern educational techniques: cluster classrooms, individualized instruction, integrated curriculum, science centers, team teaching, language and reading laboratories. Fourthly, it might be able to hire and pay teacher aides who would come predominantly from the north Richmond community.

This is not an experiment. Many of these techniques have been used successfully in school districts all over the United States.

Since there was going to be new construction at Verde with state funds anyway, it seemed best to make Verde a place to be proud of now. It should be an integrated Demonstration Center for the entire District.

We have not set any quotas or ratios for the integration of Verde School because we want to hear your thinking first. What do you want for your children? Under this plan some of your children will be transported to other schools, but remember that these children will be helping integrate nearby schools in the District and will be studying in integrated schools themselves. Is this what you would like? What is your thinking? Do you wish to go ahead with these plans and hopes for having an integrated Demonstration School at Verde?

GOAL: School attendance areas should be changed so that

Parchester High School students will attend the new Pinole Valley High School, starting September 1967. This will not include 12th grade for this year only, as there will not be a senior class at Pinole.

PURPOSE: To desegregate Pinole Valley High School as required by state and federal law.

To assist in providing quality education for all students of the Richmond School District.

PLAN: 1. 9th and 10th graders from Parchester would be attending Pinole Valley High School.

2. There would be open enrollment at Pinole Valley for 11th graders (some students might prefer to remain at Richmond High).

RATIONALE: At the present time 9th graders are going to Helms. They would then attend Richmond North Campus in the 10th and Richmond South in the 11th grade, with a possibility of attending the new Richmond campus in the 12th grade. This would require re-adjustment at a new school each year, resulting in migratory education.

The 10th graders would have to adjust to 2 schools, Richmond North (1967-68) and Richmond South (1968-69). Under the recommended plan these students would be attending the same school throughout their high school career which would contribute to a higher quality of education.

This plan would relieve the already overcrowded condition at Helms Junior High School and eliminate the rental of some portables at Richmond North Campus.

In order to achieve integration at Pinole High this plan must be accompanied by:

1. Integrated Staff, both certificated and classified
2. Mandatory In-Service training of all staff
3. Integrated curriculum
4. Inter-community communication
5. Youth activities as outlined by the accompanying sheet

PROBLEM: Additional cost of busing to students could be subsidized by community groups. Also, other bus companies are being contacted.

RECOMMENDATION FOR INTEGRATION OF PINOLE VALLEY HIGH SCHOOL

These steps can be taken to promote the integration of all groups going into the new Pinole High School.

I. There should be an orientation during the first week

of school. During the orientation there would be:

A. A movie such as "Boundary Lines"

B. A student panel consisting of two Negroes, one Mexican-American, one Oriental, and two Caucasians.

These students should come from each feeder school.

(List #1 below)

C. Discussion groups to discuss film and panel presentation. Groups should be inter-racial.

D. Before the discussion a sheet will be sent around to each student so that he can propose questions for the panel's reaction.

E. Some of the Institute Youth Participants will meet with the Principal of Pinole to discuss in further detail this orientation. (List #2 below)

II. We also propose a similar orientation with the teachers during a faculty meeting prior to the opening of school.

The panel will consist of two teachers, two youth participants, and two community people. (List #3 below)

#1
Mike De la Garza
Cynthia Isabell
Sandra Westly
Cindy Carr
Linda Soo
Chris Porter

#2
Richard Antaki
Cynthia Isabell
Mike Scott
Sandra Westley

#3
Bill Bradley
David Guthartz
Vivian Hilburn
Betty Marker
Rose Scott
Joyce Whitney

TIME TABLE FOR EVENTS AFTER THE INSTITUTE

July 14-19 Individual talks to Parchester and Pinole residents
by members of committee.

July 18, Tuesday, 7:30 p.m.

Meeting with Parchester parents, McGlothen Hall,
regarding attendance at Pinole High School. Those
meeting will be: Rose Scott, Mike Scott, Henrietta
Scott, Rosanne Seratti, Carol Schaefer, Betty Marker,
Bill Munson, Edgel Watson, Irvine Janeiro, Loraine
Bean from the Institute and Mr. A. Scharetg, Vice
Principal of Pinole High School.

July 19, Wednesday, 7:30 p.m.

Grant School Auditorium, School Board Meeting.
Parchester and Pinole residents will ask board for
attendance change so that Parchester students will
attend Pinole High School. (if plan works!)

Implementation group arranging for Institute attendance,
plus most of Desegregation committee.

July 25, Tuesday, 7:30 p.m.

Neighborhood House, meeting with North Richmond residents
regarding a demonstration school at Verde. A committee
of North Richmond residents have the suggestion sheet
from this report, and are setting up the meeting. Those
attending are: Charles Sudduth, Judy Johnson, Bill
Munson, Rose Scott, Mike Scott, Roseanne Seratti, Nino
Petroni, Henrietta Scott and Edgel Watson from the
Institute.

IMPLEMENTATION

Steering Committee:

Paul Brown

Thelma Carder

Alice Chinsky

Ida Dunson

David Gray

Nino Petroni

Rosita Ramos

Nina Rookaird

St. John Smith

Franz Snyder

David Taylor

Ella Wiley

Mavis Whitson

Report of the Implementation Group

Names of participants:

In the last days of the Institute, the Implementation Group dwindled from an unwieldy twenty-eight to approximately fifteen. This group agreed to leave the task of forming a district-wide organization to carry on the spirit and work of the Institute in the schools to a steering committee of teachers and administrators. Many members of the Implementation Group had already become part of other groups, and after the formation of the steering committee, only two non-committee members remained to give invaluable help; these were Rosita Ramos and Elmo Randall.

Steering Committee members were:

Paul Brown, Thelma Carder, Ida Dunson, Nino Petroni, Nina Rookaird, St. John Smith, Franz Snyder, David Taylor and Ella Wiley. To round out the composition of the Steering Committee, three additional people were recruited from other groups: Alice Chinsky, David Gray and Mavis Whitson. The Steering Committee is composed of two secondary administrators and three elementary teachers. Franz Snyder was chosen chairman.

Purposes and Objectives of the Steering Committee:

The primary purpose is to launch an organization of teachers, counselors and administrators, called EDUCATORS FOR QUALITY EDUCATION, to keep alive within the schools the ideas and goals of the Institute, to support the plans of student groups

and to implement the suggestions of community people.

The Objectives of EDUCATORS FOR QUALITY EDUCATION are:

1. To organize and maintain task groups of educators in each school to promote in-service training to achieve integration and to eliminate de facto segregation.
2. To disseminate information applicable to these goals within each school and throughout the school district to make it available to teachers for use within their classrooms.
3. To develop communication and understanding between teachers and between teachers and student groups.
4. To work actively to bring about integration in our schools at all levels.
5. To support efforts made by the RUSD which are related to securing any or all of the above stated goals.
6. To set up a central council for the purpose of coordinating all of these goals and purposes, and to maintain a continuity of organization.

Action Plans:

A. Recruiting

1. Teachers, counselors and administrators in the 1967 Institute have been signed up as temporary coordinators with the responsibility for forming task groups in their schools.
2. Teachers, counselors and administrators in the 1966 Institute and participants in the Santa Rosa Conference will be recruited as temporary coordinators

by members of this Institute. Names for personal or phone contact have been assigned by the Steering Committee.

3. Early in September, Dr. Widel has agreed to send the attached letter to all principals with a cover letter urging discussion at the first faculty meeting.
4. Early in September copies of the attached letter will be sent to all teachers with a cover letter from Dr. Widel.
5. One week later AFT and ARE, if they agree, will send the same letter to members with an organizational cover letter. Ida Dunson will contact the ARE. St. John Smith will contact the AFT.
6. Ella Wiley and Nino Petroni will meet with Dr. Widel in August to make arrangements concerning the letter. At that time they will ask Dr. Widel to speak on behalf of EFQE at the opening day meeting of the total faculty, or they will ask for time on the program.
7. On July 26 the Steering Committee will meet at the In-Service Center to review recruiting of the '66 Institute participants and Santa Rosa group. They will judge the success of the drive to get people out to the July 19 Board Meeting and lay plans for getting people out to meetings in August.
8. In mid-September the Steering Committee will meet to review recruiting. In schools where no one has been recruited by any of the methods above, the Steering

Committee will ask Dr. Widel to send a letter to the principal asking for his recommendations. Individuals recommended will be contacted by the Steering Committee personally with an invitation to attend the first meeting of EFQE.

9. Late in September the Steering Committee will call a general meeting of EFQE to tighten organization, to develop lines of communication, and to develop strategy and support for actions suggested by the membership.

B. Projects for EFQE for which the Steering Committee will take responsibility

1. Form links with Citizens for Excellence in Education and encourage membership in that group.
2. Form links with student groups in secondary schools. Lists of teachers and/or administrators signed up will be sent to all student participants in the 1967 Institute before school opens. Special efforts will be made by David Taylor, working through John Palmer, principal at Pinole Valley High, to form a task group at that school before school opens.
3. Present to the School Board a recommendation that board meetings be held all over the unified district.
 - a. in regular announced rotation as in former times,
or
 - b. in areas directly affected by action under discussion by the Board.

EFQE will take responsibility for aiding the administration in publicizing all meetings.

4. Continue developing a description of the power structure in the Richmond area. Investigate involving a graduate student in this research. An August meeting with Don Baker has been arranged to plan this.
5. Plan a community rally for integration.

Suggestions:

- a. Name speaker from Washington
 - b. Dr. Herman Blake
 - c. Paul Butterfield Blues Band
6. Become expert on procedures for recall. Thelma Carder had done basic research. Develop apparatus for collecting signatures.
 7. Engage central administration in a plan to acquaint the community with connection between future school construction, school boundary lines, transportation of students and community master plans.
 8. Building on the suggestions of the student-participants, develop a human relations "package" for orientation programs for all secondary schools. Thelma Carder and Franz Snyder will work on this.
 9. Develop with the In-Service Center and Fellows an "idea exchange" for materials and teaching devices related to an integrated curriculum for all grade levels. Acquaint teachers with contents of the exchange and collect from them their ideas.

10. One member of the Steering Committee will attend the monthly meeting of the counseling and guidance group to discover ways in which in-school task groups can support counselors' aims.
11. To encourage the sister school idea, prepare material for elementary teachers describing successful exchanges and giving suggestions for preparing exchanges. Rosanne Seratti has agreed to help with this.
12. Prepare mailing list of white teachers living in all-white areas. Prepare fact sheets for them to keep them up-to-date on research and developments in education around the country so that they will be more confident in neighborhood discussions.
13. Prepare similar "coffee room ammunition" fact sheets for teachers; e.g., on the success of students who enter Cal under special programs.

Dear Colleague,

This summer the 1967 Leadership Training Institute in Problems of School Desegregation met. Teachers, administrators, counselors, students and community people worked together on educational problems of concern to the Richmond District. Participants of the 1966 Institute, the Santa Rosa and Teachers-at-Large Conferences have also worked together on these problems.

Because we are deeply concerned about district-wide goals, we need more effective, positive communication in the district between schools and between the elementary and secondary level. Teachers, administrators and counselors need to exchange ideas so that our school system will be more cohesive. We need to support the plans and programs of Dr. Denzil Widel and the School Board when they take actions effecting the elimination of de facto segregation. We need to take responsibility for change.

We believe that individuals or a team of individuals can work within the school and with teams from other schools for the implementation of these goals. School teams will be organized as "Educators for Quality Education." With organization, we will be able to work together as a unit to help our students, our schools, and our community to make the changes we all know are needed. This is an opportunity to act together, regardless of affiliation, and to exchange ideas and to help to develop solutions to problems.

Join the team by calling the In-Service Education Center at 237-4567. Our first meeting for coordination of teams will be (date).

Yours truly,

The Steering Committee
Educators for Quality Education

Paul Brown, Secondary Teacher
Thelma Carder, Secondary Teacher
Alice Chinsky, Elementary Teacher
Ida Dunson, Elementary Teacher
David Gray, Secondary Administrator
Nino Petroni, Elementary Administrator
Nina Rookaird, Secondary Teacher
St. John Smith, Secondary Teacher
Franz Snyder, Secondary Teacher
David Taylor, Secondary Administrator
Mavis Whitson, Elementary Teacher
Ella Wiley, Elementary Administrator

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OTHER SCHOOL ACTIVITIES (YOUTH)

Richard Antaki

Olivia Bean

Brian Benner

Clarke Blauer

Debbie Bluit

Susan Bueno

Bill Bradley

Wesley Buth

Milton Combs

Wanda Cox

Mike dela Garza

Karen DeBeal

Cindy Rose Dorr

Gary Griffieth

David Guthartz

Jackie Hendrix

Cynthia Isabell

Ruth McCauley

Gerald Martin

John Minor

Richard Mitchell

Peggy Ann Myles

Gail Perpnan

Chris Porter

Michael Scott

Linda Smith

Margaret Snell

Linda Soo

Al Spears

Gail Van Winkle

Sandra Wesley

Frances Woodard

AMERICAN HEARTBREAK

I am an American heartbreak

Rock on which Freedom

stumps its Toe

The Great Mistake

that Jamestown

Made long ago

Langston Hughes

Black Student Association

General Statement

The formation of Afro-American Student Association may seem antithetical to school desegregation.

The Supreme Court decision regarding school desegregation was rendered in 1954. This decision stated "that the desegregation of public schools shall be accomplished with deliberate speed." Thirteen years later only 9% of all public schools of the United States were desegregated. The Racial Isolation Report states that "all black children have a 75% chance of attending a segregated school."

They also state that this racial isolation pattern is extensive and is increasing. Such startling statistics require careful evaluation and analysis. Then one begins to plan appropriate strategy and tactics to deal with this problem. The strategy of 1967 cannot and will not be the strategy of 1954. There is a growing sentiment in the black community that says black people must organize themselves into an effective power group in order to pursue their interests. There are times where their tactics must be "Black Tactics" and there are other times when black and white will bring about a coalition of interests which will bring about

gains for both sides. If our reading of the social climate is correct and our experience tells us that it is, it becomes obvious that black power is a reality for the survival of black people.

We as black students realize that education is part of the key to our future. Therefore, it is necessary that black students pool their knowledge and resources to attain desirable educational goals. To this end we will have white students as associate members with no vote whatsoever. The associate members will be assigned the task of working with white students for the interest of all students.

Lest anyone get the wrong impression let us make one point clear: We are interested in negotiating from a position of strength rather than negotiating from a position of weakness.

PURPOSE:

1. To provide an opportunity, an atmosphere for black students to work together for black identity and black improvement.
2. To examine the cultural and historical backgrounds of black people in order to create and perpetrate a better understanding of the contributions black people have made in America and other countries.
3. To provide opportunities for black students to learn the process of working together which will have the ultimate effect of motivating them toward higher goals in education.
4. To encourage black students to organize as a working unit in their high schools in order that some of their interests can be represented in student activities. This will provide the white students who are associate members an opportunity to work with their white counter-parts.
5. To provide black and white students an opportunity to work with each other to serve their respective communities in ways which can be beneficial to all parties. It will be particularly important to contact and work with a number of community organizations.
6. To help black and white students become effective information seekers and information givers, as relates to social, economic and political problems.

The Black Student Association

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STUDENT TUTORING AND AID PROGRAM

COMMITTEE: Margaret Snell; Clark Blauer; Peggy Myles; Richard Antaki;
Gail Van Winkle; Lina Soo

I. PURPOSE: The purpose of this student tutoring and aid program is to aid in the academic and social education of both elementary school students and their tutors.

II. DESCRIPTION OF PROGRAM

A. Student tutor

1. open to all on a volunteer basis
2. no restrictions on grades or social or racial status.
3. will be chosen after filling out a questionnaire and being interviewed.
4. time spent will be treated as a regular class for high school credits.
5. will go into elementary classes only when requested by teachers
6. will do anything that has been mutually agreed upon by teacher and tutor.

B. Teachers

1. must request tutor, must be receptive to tutors, and be willing to cooperate.

C. In-Service Fellow Advisor

1. there will be an in-service fellow advisor who will help coordinate the program and help select teachers and student tutors.

III. SCHOOLS CONCERNED

Program will involve elementary students grades 1-6. Student tutors will be assigned to elementary schools that are situated within walking distance.

Following is a list of high schools in the Richmond Unified School District and near-by elementary schools.

El Cerrito: Del Mar, Harding, Fairmont, Castro

De Anza: Valley View, Sheldon, Murphy

Kennedy: Pullman, Stege

Richmond (south campus): Wilson, Grant, Pullman

Richmond (north campus): Ford, Dover, Belding, Peres, Verde

Pinole Valley: Stewart, Ellerhorst

Suggested Student Questionnaire:

1. Why are you willing to be a tutor?
2. What would you like to do as a tutor?
3. Having a choice of grade levels 1-6, which grade would you like to teach?
4. Are you willing to do anything the presiding teacher wants you to do?
5. How do you feel you can help the students?
6. Would you rather help individuals on their work or groups of students?

Suggested Teacher Questionnaire:

1. What seems to be the student's attitude in school work?
2. What seems to be the attitude of the student towards other students of all races?

INTER-RACIAL COUNCIL

I. PURPOSES

- A. To improve basic race relations in a given school.
- B. To identify problems and to coordinate different activities which may help to resolve those problems.
- C. To make the student body aware of the different contributions and problems of each ethnic group. To promote cultural appreciation in the curriculum, and student activities.

II. COMPOSITIONS

- A. There will be two representatives from each ethnic group on the council.
- B. SELECTION
 - 1. Volunteer application
 - 2. Recommendations
 - 3. Applications narrowed to individual interviews.

N O T E: These are basic ideas which the schools may or may not wish to use.

NEWSPAPER STEERING COMMITTEE

I. STATEMENT OF PURPOSE

- A. To promote inter-communication among the District high schools
- B. To promote understanding among different ethnic or racial groups
- C. To increase participation in school activities, including student government

II. ORGANIZATION

A. Headquarters and Publishers

- 1. The steering committee is still considering possible newspaper publishers

B. Name-(this has not been decided)

C. Circulation twice Monthly

- 1. Pinole
- 2. Kennedy
- 3. El Cerrito
- 4. Richmond High (north and south campus)
- 5. De Anza

III. SCHOOL STEERING COMMITTEE

A. Each school has it's own committee with two editors (they must have some journalism experience) and one adult advisor with journalism experience

B. Necessary Members

- 1. Photographer
- 2. Typist

C. General Reports

- 1. Sports
- 2. Fashion
- 3. Social Activities

COMMITTEE:

Gail Perpignan
Debbie Bluit
Brian Benner
Ruth McCauly
Richard Antaki

INTERRACIAL SEMINAR (RETREAT)

- PURPOSE** To identify, develop and build strong interracial relations, as human understanding. It will play an essential role in personal growth and in developing trust, openness, self-realization and interdependence of that person, making it possible to obtain leadership quality for each person by giving him the ability to cope with people and life.
- SPONSOR** An organization shall sponsor these retreats or seminars. It shall be an interracial organization. We suggest that at least one seminar be held each semester, others depending on what funds are available.
- FUNDS** May be obtained by and/or from:
- a) City Clubs:
Lions, Eagles, Men's Club, Boys' Club, etc.
 - b) Students' participation in raising funds:
Carwash, pancake breakfast, light shows
 - c) Grants and donations:
General Motors, Ford, philanthropic societies
- MAKEUP** Fifteen to thirty students, racially balanced. Each small group shall have one qualified teacher and one qualified sensitivity trainer. There shall be many small group meetings and at least one large meeting of all participants.
- PARTICIPANTS** There shall be two carry-overs for each group. It shall be intra-school. One school shall be the sponsor and it shall invite another school to attend. (limited amount); for example - Harry Ells sponsors the seminar and invitee De Anza; first one to sign up would attend, still making sure all are racially balanced.

PROGRAM Sensitivity Training

- a) Getting to know your own self and then others
- b) Obtainment of coping mechanisms

Any questions may be taken to any member of the 1967-1968 Leadership Training Institute. All parts of said proposal are subject to change.

This is a student proposal. The group proposing it consists of;

Cynthia Isabell

Chris Porter

Cindy Dorr

Wesley Buth

Sandra Wesley

REPORTS FROM SEPARATE COLOR GROUPS

Black Sub-Group

The Black Minority Report

Principal writers:

Savannah Bello

Lanny Berry

Dr. Clyde DeBerry

Maxine Eason

Charles Sudduth

Myrtle Wilson

White Sub-Group

Submitted by:

David Thatcher, with thanks for the
suggestions and help of many other
people

Black Minority Report:

Programs and Implementations on problems caused by School Desegregation and hopefully Integration

After a tremendous amount of Black discussion in group confrontation, soul searching, and evaluation we came to the conclusion that these are the most urgent needs that must be met by the School Board or the political policy makers for the benefit of all children in the Richmond Unified School District.

It has been made quite clear that the problem of school desegregation is dramatically apparent at our local, state and national levels.

Indeed we do have racial imbalance in our schools among black faculty and black students.

It is our belief and firm conviction that the schools should have been desegregated Y E S T E R D A Y. We can no longer as black people of the Richmond Unified School District, and as participants of the 1967 Leadership Training Institute on Problems of School Desegregation, keep silent, beg, wait politely, and hope for the white community to move toward desegregation while our black children continually suffer from all forms of school racial isolation.

Therefore we are demanding that the following programs be immediately adopted by the Institute and implemented by the Richmond School board:

1. Black Curriculum - Subjects and learning experiences which meet the needs of Negro children and provide them the

opportunity to relate to their heritage, thereby assisting them in the development of a positive self-image.

2. Special efforts be made to involve black and white parents in special school projects (P.T.A., coffee klatches, and classroom visitations) for the purpose of promoting better understanding in the school community.

3. Peres - Nystrom - Parchester

Peres and Nystrom schools are two of the largest de facto segregated schools in our district. Immediate steps must be taken to desegregate them and reduce class sizes to a maximum of 25 pupils per teacher. Parchester's ninth and tenth grade pupils shall be assigned to the Pinole Valley High School at the start of school in September 1967.

Transportation to and from school at a reasonable rate shall be arranged for them by our school district.

4. A more thorough Teacher Orientation program for teachers assigned to predominantly Black schools.
5. Mandatory In-Service Training for Teachers. All teachers in the Richmond Unified School District shall be required to attend Human Relations classes designed to aid them in understanding and solving problems of minority pupils.
6. The "New Horizons Program" be made available to all schools.
7. Moratorium on hiring and promoting white certificated and classified personnel. The records will show that over the years the Richmond Unified School District has literally "dragged it's feet" in the employment and promotion of Negroes in the above named categories. Many have been denied

equal employment opportunities which is evidenced by a shortage of Negro personnel in all departments of our school system. A moratorium on employment and promotion of whites must be declared until this imbalance is eliminated.

8. Counselling services by qualified counselors be provided in all elementary schools.
9. Demonstration School at Verde. We will accept the plan proposed by the Institute Committee on Desegregation to make Verde a demonstration school providing High Quality Education for children and In-Service Training for teachers of our Districts.
10. A Sister School plan and program for integrated activities between schools be adopted where desegregation is impractical at this time.
11. Elimination of ability Grouping and Tracking. Present methods of testing grouping and programming Black pupils by counselors in most schools, has resulted in placing them in "Tracks" which label them as inferior students and---as a result, many of them are not motivated or challenged to do their best and "Drop-out" before completing high school.
12. Provide minimum day monthly for (needed) parent-teacher conferences. (This is in addition to the regularly scheduled conference periods).
13. The Teaching of Spanish. Spanish shall be taught effectively in all elementary and secondary schools as a second language. All teachers shall be urged to learn to communicate in

Spanish for the benefit of both Spanish and English speaking pupils.

14. Extended school Day Programs made available for all children of our district.
15. Signing a pledge of support to our Superintendent and Board in carrying out these proposals. We are aware that the security of our Board members and our Superintendent may be in jeopardy in their effort to pursue these objectives. Realizing this we pledge our ultimate effort to do the following:
 1. Work to gain community support to maintain them in office.
 2. Use our influence and effort to promote and defend these proposals at Board meetings when they are considered.
 3. Use our effort and influence in communities of our school district to lay the ground work for school desegregation and integration.
 4. Use our effort and influence in churches, clubs, and organizations to gain positive, active support for our schools.
16. Provide Teachers aides where needed in all schools.
17. Total Desegregation, (moving of bodies, combining children of black and white racial backgrounds proportionately according to population on an equal basis in all schools of our District). And Integration (providing integrated learning experiences for all children of our school district) on or before (September 1, 1965) July 12, 1967 - September 1, 1968.
18. Improved nursing services, and accident Insurance for all

children in our school district.

19. Integration of all Black, Spanish-American and minority children in the total program of student activities in all schools.

20. Hot Lunch (Free where needed) for all children of our school district.

RECOMMENDATIONS TO THE BOARD OF TRUSTEES, RUSD:

Equal educational opportunity for all American children is the law of the land. The Supreme Court held, in the case of Brown vs. Board of Education, 347 U.S. 483 (1954), That separate education was unequal education. In the case of Hobson vs. Hansen, recently decided in the U.S. District Court for the District of Columbia, Judge Wright ruled that the D.C. schools must stop discriminating against children on the basis of race, and on the basis of their socio-economic status. Various actions to carry out the judge's orders must be taken by that school district by October 2, 1967.

According to the report of the Citizens' Advisory Committee on De Facto Segregation, 93% of the elementary pupils and 49% of the junior high pupils attend de facto segregated schools. Senior high schools are also segregated, since two of the four high schools have 10% or fewer Negro students. This situation is illegal. It is also bad education. Separate education deprives all children of their rightful opportunities to learn about the various people and cultures that make up America.

In order to correct this situation, the undersigned request that the Board of Trustees of the Richmond Unified School District take the following steps toward providing equal educational opportunities within the district:

1. Two-way busing
2. An expanded and integrated curriculum
3. Changes in the school construction program

4. Changes in the employment policy
5. Policy on counselling, guidance, and discipline
6. Mandatory, district-wide, in-service training

Each of these recommendations will be stated on the succeeding pages.

Submitted by David Thatcher, with thanks for the suggestion and help of many other people.

I. TWO-WAY BUSING

The Board must order and finance sufficient buses for two-way busing of children where necessary to insure compliance with the law. This will mean some busing of students of all age levels, beginning with Headstart children. In order to allow maximum opportunity to desegregate effectively and speedily, the Board should be free to use a 6-3-3 plan, a 5-3-4 plan, a 3-3-3-3 plan, a plan in which a given school would have as its student body students who are all of one grade level, or any other feasible plan or combination of plans. The Board should be free to use one of these administrative plans in one part of the district, and others in other areas.

This will mean two-way busing to desegregate the seven elementary schools, and the two junior high schools designated as segregated by the Citizens' Advisory Committee. Equally important, it will mean two-way busing of substantial numbers of children from the all-white schools in Pinole, El Sobrante, and Kensington. This should be done in three stages: some of it beginning in September, 1967, more in January, 1968, and the remainder beginning in September, 1968. Exact plans should be

formulated at the earliest possible time, and then publicized widely.

However, Negro, Mexican-American, and Oriental parents, as well as Caucasian parents, should be involved in the planning of which children should be bused and where. Every possible effort should be made to use the suggestions of parents (as individuals and as organized groups) in making the specific plans. However, parent objections should not be allowed to prevent the Board and the administration from complying with the law.

To increase de facto integration of people within the Richmond Unified School District, teachers should be shifted where necessary to provide each faculty with some degree of racial balance. While teacher requests for and teacher objections to transfer should be listened to, the policy should be to achieve a racial balance by September of 1968. It shall be each principal's responsibility to work towards balance on his staff.

In order to achieve the widest possible degree of acceptance of the two-way busing, teachers, students, and parents should be told as early as possible of the specific plans in which they will be involved. In the case of teachers, the in-service program (described elsewhere) would be utilized. Teachers and principals should be responsible for orienting students to the plans which will affect them. Teachers and principals, working with central office staff, the staff of the In-Service

Center, and with PTA and other community groups, should be responsible for orienting parents to the busing plans which will effect their children.

The Board should respond to the plans of real estate developers in such ways that the developers will be aware from the start of construction that children in the new housing will be bussed, if necessary, to insure their attendance in desegregated schools.

The purpose of the two-way busing plan is to work towards the two interrelated goals of total school integration and quality education for every child in the Richmond Unified School District.

II. CURRICULUM

The present curriculum in the Richmond Unified School District is racist. Books, and supplementary curriculum materials, by and large, emphasize the contributions and accomplishments of white Americans, and leave out the many and varied contributions of many significant minorities within America.

The Board must establish and implement an expanded curriculum. The professional staff must be directed to revise the existing curriculum so that the contributions of all minorities shall be described in a fair and equitable manner. This requires an examination of every subject matter area

for the purpose of determining what is lacking in this respect. Experiences and contributions of black Americans, Mexican-Americans, Oriental Americans, and other groups must be included in art, English and literature, social studies, science, mathematics, music, and other curricula as needed. Integrated and balanced teaching must begin in Headstart and continue through grade 12. Groups from every academic level and subject are to be set up at the beginning of the 1967-68 school year for this purpose. The groups established must each include representatives from the community, the teaching and administrative staff, from students, and from the major minority groups within the district.

The purpose of the expanded curriculum is to assist each teacher in giving each student a realistic picture of the world in which he lives, to contribute to each child's positive image of himself as a human being, and to help children grow up with dignity, and to help children grow towards understanding and affection for all of the peoples of this world.

III. SCHOOL CONSTRUCTION

The Board must order a moratorium on the construction of new facilities, and the addition to existing facilities in all cases in which the facilities will be built in a segregated neighborhood or attended by a segregated student body. This would apply to all school buildings except for administrative or maintenance or transportation buildings. This would apply

to all facilities in any stage of planning provided that a contract for construction had not been let. The only permissible exception would be a case in which a plan of desegregation had been prepared for the attendance area in question and in which the new construction would in no way interfere with or "water down" the plan for that desegregation.

IV. EMPLOYMENT POLICY

The Board must give top priority to the hiring of minority group members in all employment brackets (certificated and classified to insure equitable ethnic representation in all categories in the Richmond schools. Specifically, this should result in the hiring, within 6 months, of a number of Negroes and Mexican-Americans in the classified categories. Within 1 year, it should result in the hiring or promotion of a significant number of additional minority group members (especially Negroes and Mexican-Americans) in the ranks of teachers, counselors, and administrators. Experience and background may be accepted in place of certain usual qualifications or job requirements.

V. POLICY ON COUNSELLING, GUIDANCE, AND DISCIPLINE

(statement still to be written)

VI. IN-SERVICE TRAINING

The Board must direct the staff to establish and operate a mandatory district-wide in-service training program which

will involve all school personnel. This program shall start at the beginning of the 1967-68 school year. In many of the in-service activities, teachers from many schools should work together. The aim of this program is to promote more effective teaching and dealing with students, that materials, methods and attitudes may be brought to bear to maximize the development of each student, and to emphasize the contributions of all racial and ethnic groups to our American culture.

This in-service training program will be coordinated with the program of two-way busing, the policy on counselling and guidance and discipline and the development and implementation of the expanded curriculum. This program is necessary for the success of the desegregation-integration of the Richmond Unified School District.

David Thatcher

1. ASSUMPTION: Our goal -- integrated, high quality education for Richmond.
2. TO REACH our goal, we must look beyond Richmond, and beyond 1967.
3. No one knows what the year 2000 will be like.
4. Some things which will influence our future:
 - a. population increase
 - b. population mobility
 - c. shortages: food
 - d. communications revolution
 - e. transportation revolution
 - f. gaps between "haves" and "have-nots"
 - g. decrease in available land
 - h. automation
 - i. international relations
5. What this means for education:
 - a. We want and need people who can:
 - (1) live with change, uncertainty
 - (2) imagine
 - (3) use various ways of thinking
 - (4) deal with values

TEACHING

Alice Richie, Chairman

Stevenson Parker

Fulton Hodges

Gary Griffieths

Myrtle Wilson

Jack Zakon

Jan Lockard

Gail Perpignan

Maxine Eason

Bernice Wallace

Susan Bueno

Frances Woodward

David Gray

Ella Wiley

Clark Blauer

Chris Robinson

Brian Benner

1967 Leadership Training Institute in Problems of School Desegregation

TEACHING INQUIRY GROUP (Faculty Hiring Policy Committee)

This committee's presentation will be in four parts. First, we would like to offer our statement of philosophy. Second, our recommendations for recruiting teachers and other related personnel matters at the downtown personnel office. Third, a faculty hiring committee, and fourth, a student panel discussion at the new teacher's district-wide orientation meeting.

I. STATEMENT OF PHILOSOPHY:

This committee agrees with the Richmond Board of Education that, "the primary function of the school must be to provide a quality education for each student, based on his individual needs," and that "to attain quality education, it is essential to employ highly qualified personnel." Further, it is necessary, of course, to maintain competitive salaries, dynamic in-service programs, fair personnel practices as well as the opportunity for all employees to assist in developing policies which affect all employees.

Also, this committee highly agrees with the Citizens' Advisory Committee that, "by hiring and placing teachers and building employees of minority races to every school, all children will meet and know persons of another race." Thus, the child will become a better citizen when he sees different races and ethnic groups working in positions of responsibility, such as teachers, counselors, principals, and classified personnel, and his outlook of the world will, hopefully, be a point-of-view which will ultimately raise the student's self-image.

II. RECOMMENDATIONS FOR RECRUITING TEACHERS AND OTHER RELATED PERSONNEL MATTERS ARE:

1. That the RUSD include on all District stationery the statement, "Equal Opportunity Employer".
2. That bi-racial single-standards be used when recruiting all teachers, regardless of race or ethnic group, making it impossible to use a different set of standards when recruiting teachers from minority groups.
3. That the personnel officer include in his recruitment brochures positive information concerning integrated schools, integrated faculties, as well as integrated Bay Area living conditions.
4. That all recruitment officers participate in the "T" sensitivity group training.
5. That there should be no "teacher-pool", as it now exists. The placement of surplus tenured teachers should be done by Central Office Administration.
6. That if there is a vacancy in the school district, and if a tenured teacher has requested a transfer to fill that vacancy, then the tenured teacher must be released and hired to fill that vacancy. In the event that more than one tenured teacher has applied for the same position, the first thing to be considered would be the racial balance,

then the first teacher to file the request for transfer, then seniority and lastly, untenured teachers.

7. That all certificated and classified personnel be allowed to see their own individual confidential personnel file.
8. That every applicant for a position in the Richmond schools must be notified in writing within a reasonable time the results of any interview.

III. RECOMMENDATIONS FOR THE FACULTY HIRING COMMITTEE ARE:

1. That the membership of this committee be selected democratically of three or five tenured teachers, one of which would include the concerned department chairman.
2. That the first function of this committee would be to assist and share in the responsibility with each building principal in hiring teachers, including minority teachers.
3. That the second function would be to share in the successes of the new teachers as his "Buddy-Teacher."
4. That the third function of this committee is to assist in the evaluation of the new teacher.

IV. RECOMMENDATIONS FOR THE STUDENT PANEL ORIENTATION DISTRICT-WIDE MEETINGS ARE:

1. That the membership of the student panel will be integrated, and that the size of this committee be determined by the Faculty Hiring Policy Student Committee.
2. That the student panel would present to the new teachers those teacher-student relationships, we as students would want.
3. That the panel would discuss examples of experiences in teacher-student relationships.

V. RECOMMENDATIONS FOR IN-SERVICE TRAINING:

1. Effects of prejudice for all personnel dealing directly with students:
 - a. We request John Robinson of San Francisco State College to present the keynote address on the nature and effects of prejudice on September 7, 1967, at Teachers' Orientation Day at the Civic Center. This should include all personnel. It is necessary that personnel separate into small discussion groups at the Civic Center.
 - b. Follow-up in-service training should be:
 - ... minimum of one day per month
 - ... three whole days during the year, such as Columbus Day, Malcolm X Day, etc., as teacher work days and student holidays
2. P.E.T. We recommend Parent Effectiveness Training as part of Richmond Adult Education Program for this current school year. P.E.T. is an intensive training experience for parents and teachers with an emphasis on development of new skills and behavior modification. Specific methods, techniques, and skills are taught relating to:
 - a. Problem-solving methods for achieving mutual agreement between parents, teachers, and children.
 - b. Techniques for resolving conflicts between children.

- c. Skills for keeping communication lines open.
- d. A more direct method for getting children to consider parents and teachers feelings.
- e. Skills for dealing with resistance, hostility and fear.
- f. A method for establishing rules that motivate children to follow them.
- g. Methods that make punishment unnecessary.
- h. Skills used by counselors for helping children solve their own problems.

We suggest the funding cost be covered by the Richmond Adult Education Program, and the Richmond Unified School District, and P.T.A. District Funds.

All in-service programs, mandatory or optional, must be directed toward the goal of quality education for a totally desegregated school system. All in-service programs should be constantly evaluated with this view.

IN-SERVICE TRAINING PROGRAM FOR ADMINISTRATORS

In line with our district-adopted philosophy which in part states, "Our educational administrators must develop new methods and new approaches in an effort to solve educational problems and to enhance the educational program." The following project is being proposed as a district-wide administrative plan to develop a more effective instructional program.

A. ASSUMPTIONS

- 1. The educational program can be improved at all levels in all schools.
- 2. The strong and weak teaching areas of each school must be pinpointed.
- 3. All administrators and teachers need to be supervised and evaluated in order to obtain over-all and continuous improvement.
- 4. Written information must be collected and on file to serve as the basis for making judgments as to the strengths and weaknesses in each school.
- 5. The district must know the kind of instructional program now going on in each school.
- 6. The principal is responsible for the instructional program in the school, therefore, he is the key person if improvement is to be made and become continuous in the school.
- 7. A continuous and realistic evaluation of the school by the principal is necessary so that the principal will have an opportunity to improve the school.
- 8. An in-service program for administrators and teachers is planned in order to reach district developed objectives for the instructional program.

B. THE PLAN

- 1. An intensive in-service program is proposed for principals.
- 2. The principal will be relieved from the specific responsibilities of the school during the training period.

3. The program will extend over a period of ten weeks.
4. The first two weeks will be in the main office and observing classes in order to become familiar with up-to-date teaching, new innovations in teaching, new teaching methods, and assessing his own strengths and weaknesses.
5. The next four weeks will be used in teaching a class of his choice. This teaching period will be observed and assessed by other in-service training principals and main office personnel.
6. The last four weeks of the training period will be used in observing and working with teachers in his assigned school improving the instructional program of that school.

It is expected that the above proposal will be improved as experience is gained after the plan is in operation.

NOTE...This proposal is within the general frame work of the plan for in-service training for administrators as proposed by Dr. Widel in October 1966.

GROUP: Teaching

SUB-GROUP: Student Participation

We believe that students should have some say in what and how they are taught. Students have contributions to make to teachers and administrators.

WE RECOMMEND THAT:

1. In each school, the agenda for every regular faculty meeting should be given to the students and faculty prior to the meeting. Selected student representatives should attend each faculty meeting. These meetings would also be open to any interested student. The student representatives must be active participants in the meetings.
2. At least one faculty meeting should be devoted to a presentation by a panel of students on an issue significant to both the students and teachers, e.g. how integration could be more effectively carried out in their school.
3. On the secondary level, student representatives should attend meetings of departments. The student representatives should assist in planning the agenda with the department chairman. One of the functions of the student representatives is to discuss the effectiveness of teaching methods and to suggest different methods and approaches.
4. All teaching materials and audio-visual aids should be reviewed and evaluated by students as well as teachers. These materials would include those already in use, new materials, and student recommended materials.

SUMMARY OF TEACHING GROUP

Public education is faced with perhaps its greatest challenge--the effective education of all children--and especially the socially alienated, often unmotivated, and retarded disadvantaged learner (often referred to as the Negro). This challenge makes one aware that a new form of education is needed. Methods, curriculum patterns, behavioral and attitudinal changes, should be directed to this end. This presentation emphasizes the need for additional training for all school personnel.

A reprint from the L.A. Times, Sunday, June 11, 1967 entitled "School Survey Upsets Some Integration Myths" notes that the Coleman study found that in a child's family background only two factors within a school make a significant difference in a child's achievement. These are namely classmates and teachers. This report points unequivocally to the teacher as a major key in improving performance of children--from poor neighborhood schools.

The proposals and recommendations herein stated are geared to the avenues of help to both tenured and new teachers who must have the grave responsibility of educating all children for politico-economic and social functions for participation in our world.

To this end the following report is designed.

Elementary Teachers

Task Force Priorities

1. We would like to see mandatory in-service training with released time for the purpose of preparing teachers for integration. This should be done as early as possible, before desegregation is accomplished. This training session (or sessions) should include:
 - a. Sensitivity training.
 - b. Techniques for working with minority and low achieving children.
 - c. Ways (and content) for talking about desegregation to all parents, so that they can be an effective force in putting across the idea of desegregation to the community.
2. Grade level planning both in the school and among several schools would help to get across new ideas and techniques. Ungraded primaries would help take off some of the pressure to "pass".
3. Individualized instruction on all levels, particularly the under-achieving.
4. A teacher committee to select books, films, and film strips, which the district will buy, perhaps with a priority order.
5. A workable plan for buddy and/or sister schools to achieve desegregation.

X. SPECIAL DOCUMENTS FROM THE INSTITUTE

Speech given by Theron J. Bell on June 23, 1967, to the
Leadership Training Institute in Problems of School
Desegregation, Helms Junior High School, Richmond, California

Thank you for inviting me to share some thoughts with you
on school desegregation and integration.

If we are to win the War on Poverty, we must educate and
motivate our youth of today for they will be the citizens of
tomorrow. American public schools have always had an integra-
tive function. Generation after generation of children grow-
ing up to meet the demands of a new kind of democratic
society have learned to pool their many differences in a civic,
regional, or national identity. Centrifugal forces have been
at work at the same time; however, there are indications that
the population explosion, technological developments,
urbanization, unprecedented affluence, and institutionalized
poverty, along with other changes, increasingly may divide
Americans into a stratified society of class and caste.

If educators allow these influences to predominate, there
is danger that the American Dream of "equal opportunity for
everyone and one nation for all" may be lost. When, as inter-
viewers found recently in a California city, white students
talk about "sending the Negroes back to Africa," and Negro
students reason that "white people act that way because their
parents told them to -- they don't know any better," it is
time that teachers and administrators begin to deal with some
clear needs of today's and tomorrow's social environment.

Too many school people try to evade social problems which they say are not their responsibility. The fact is that the goals of public education have not changed. Our schools serve our society. They are expected to prepare young people for the realities of life and to integrate them into the social processes.

As the realities and processes change, as urban populations become larger and the groupings more rigid, public schools (and private ones, too) come face to face with a new set of problems and demands. Just as important as reading and other skills, and inextricably related to learning, are the needs of every child to develop a sense of identity, character and values, and to acquire the wider knowledges and disciplines required to lead a life of self-fulfillment and social participation. If schools are to carry out these purposes, they must recognize and deal constructively with racial, ethnic and cultural differences among students, parents, and others in the community.

For example, it would seem that an accurate perception of reality requires that the student encounter persons and experiences, in fact as well as through textbooks and teaching aids, that adequately represent the world in which he actually lives. Yet, large numbers of children attend schools which are almost entirely Caucasian or which are out of balance with the community as a whole because they are heavily Negro or Mexican-American. Some schools, racially mixed or not, are almost exclusively middle-class, while

others serve only children from low-income families. The students' perception of the world beyond the school is distorted by what he sees around him in school.

Again, the aims and methods of most urban schools are geared to the well-motivated student of approved middle-class backgrounds and attitudes. Yet, a large proportion of the youngsters in the classroom (and others who have dropped out and may create problems of dependence and delinquency) are the unmotivated, the hard to reach, the disadvantaged and deprived. Schools will not serve the purposes of modern society until they address themselves to these students and successfully involve them in the educational program. Traditional teaching methods and administrative patterns have tended to arrange the curriculum and the encounters to suit the needs of the dominant segment of the community. These arrangements and the resulting school atmosphere and style often alienate large numbers of children who are members of racial, ethnic and socio-economic minorities. The subtle attitudes and feelings conveyed by an insensitive or antagonistic teacher may have more impact than his knowledge of the subject or his formal teaching skills.

It is in the area of psychological insight, motivation and moral, and of the appreciation of cultural differences that de facto segregated schools fail most significantly. In part, the explanation can be found in the lack of sensitivity and special preparation of Anglo-Caucasian

teachers and administrators, oriented to middle-class values, who predominate on their faculties. In part, it can be found in the way the schools are organized and their social tone, so different from that of the homes from which so many pupils come. In part, it is the result of the social separation of which segregation is one aspect. It produces alienation, frustration, hopelessness, and a pervasively poor image of self. Here is where the middle dropouts occur.

In the schools attended by middle-class, Anglo-Caucasian pupils, neither the conventional curriculum nor conventional approaches by teachers satisfies the need to prepare these children for the give and take of life in a mixed society. Something is lacking in the school experience as well as the home and community experience of children, however privileged, when they do not meet children and adults of other racial and ethnic groups on some common ground. Innovations are called for in curriculum, integration of staff, special pre-service and in-service training of all teachers in this area of concern, and planned activities which promote sound interrelations and inter-group education.

The California State Board of Education has declared that segregation is one of the fundamental factors contributing to the educational deprivation of disadvantaged children. Instead, the district seeking approval of compensatory education programs must explain the extent to which they have addressed the problem of de facto segregation and what

actions are proposed to alleviate it. Since 1962, in fact, the Board's policy has been that segregation's challenge to equality of educational opportunity must be met with the full thrust of our legal authority and moral leadership. In all areas under our control or subject to our influence, the policy of elimination of existing segregation and curbing any tendency towards its growth must be given serious and thoughtful consideration by all persons involved at all levels.

Evidence of California's concern regarding de facto segregation and its educational effects includes the establishment of a Commission on Equal Opportunities in Education and the Bureau of Intergroup Relations in the Department of Education; inclusion of ethnic factors and standards in California administrative code regulations for establishing school attendance areas and attendance practices, for approving school districts; and the encouragement, advice and assistance given local districts in planning and implementing programs of desegregation, integration and intergroup relations. Results of the Department of Education's first racial and ethnic survey of all public schools, in the fall of 1966, not only will show the dimensions of the problem but will provide data for a more systematic effort to deal with it in terms of the needs and sources of California school districts.

If desegregation is a pre-requisite, it is not sufficient in itself to guarantee a high quality, integrated education

for all children. Much more needs to be done to reduce the negative effects of residential segregation, family income differences, social separation, isolation and discrimination. Children of all groups, under the conditions which prevail in California cities, suburbs and rural areas, are exposed to a variety of undemocratic and anti-social ideas, feelings, attitudes and behavior.

One of the most serious challenges to professional educators today is to improve their skills and techniques in interpersonal and intergroup relations and to arrange a curriculum in the educational environment so that these negative, resistive influences can be overcome. At stake is not only the learning achievement of large numbers of students but the ability of the next generation to live better and to work together in cohesive urban and suburban communities.

By openly addressing the issues of ethnic and cultural difference, teachers may make a unique contribution to improving the grasp of children on opportunities to learn, as well as their insights and outreach in relations with other children and adults.

Here are some suggestions for improving the educational program with particular emphasis on the needs of minority students:

1. Integration of staff: It is well understood that the presence of qualified, professional educators who are themselves members of minority racial and ethnic groups is

a valuable stimulant to motivation and achievement by minority children and youth. Not only teachers, but counselors and administrators are needed as status models, sympathetic advisors and communicators with these students. Otherwise, social, economic, cultural and ethnic differences often are insuperable barriers to the effective transfer of knowledge, values and skills.

These questions might well be asked in any school system; has the district used its substitute list as a source of full-time teaching personnel? Has it carefully considered the possibility of promoting Negro and Mexican-American teachers to supervisory and administrative positions? Has it advertised and circularized widely throughout northern and western cities and colleges, as well as in the south, its desire to employ Negro and Mexican-American certificated personnel? Does it compete aggressively with other school districts for qualified professionals?

The importance of increasing the employment of minorities in both certificated and classified positions, and also as teacher aides, cannot be emphasized too strongly. The equality of opportunity can only be realized through education when it is realistically and visibly supported by evidence of the employment of minority adults who are in contact with the children in school.

2. Sensitivity training of staff: For similar reasons, it is necessary to improve the ability of all staff regardless of racial and ethnic origins to understand, appreciate and

deal with pupils who are different from the dominate, Anglo-Caucasian, middle-class norm. This requires insights from several disciplines -- sociological, anthropological, psychological, and others. It requires self-knowledge and tact. Few local teachers and administrators may have had some more or less formal training of this kind. Every educator who works with minority pupils should have training on a continuous basis and the active encouragement of the district through pay increments, credit, or other incentives.

3. Increase school-community contact: Hopefully, teachers and administrators are already in close touch with parents and representatives of community groups wherever their schools are located. It is evident, however, that faulty or non-existent communication is a major problem in many school districts insofar as minority parents and community groups are concerned. To place the burden for improving the situation entirely on existing staff, especially the hard-pressed teachers, would be unfair and unrealistic. Some additional staff will probably be required: first, to further reduce pupil-teacher ratios so that teachers will have more time to devote to these contacts; and, secondly, to add qualified specialists such as more counselors, school social workers, psychologists, and school nurses. School-community workers, assigned full-time, are employed in a number of districts for this purpose.

Until school personnel are more familiar with the home and family circumstances of disadvantaged or culturally

different pupils, the motivational, psychological, social and economic problems they bring to school will be relatively insoluble. It has often been said that poverty is a state of mind. In many cases, this is true; in others, it is not. In either case, there must be a great deal of motivation brought about in both school systems and the homes.

4. Positive treatment of minorities in curriculum: New textbooks and teaching aids have begun to meet the needs of the schools in presenting a truthful, accurate and constructive account of the role of Negroes, Mexican-Americans and other minorities in America's past and present. This, too, is necessary if educators are to get through to minority pupils with the message that they are really free to compete with their peers for academic, citizenship and activity awards, to prepare themselves for employment, and to look forward to fulfillment of their personal potential in adult life.

There should be a strong, continuous effort to tell the story of America's racial and ethnic minorities in terms of their contribution, the facts of discrimination against them when this is relevant, and the meaning of their presence in a developing nation. Teaching social science, literature, drama, art, music, and other subjects should include a positive emphasis on the rich, varied strands of our culture, not omitting the achievements of any group that is present in the schools.

5. Intergroup relations in the schools: Separation and segregation are as serious a problem in the classroom and on

the playgrounds as they are between different schools. Self-segregation in clubs and activities during lunch and in the parent-teacher association is an obstacle to the development of sound intergroup relations. Planned and coordinated efforts to overcome such patterns of behavior are essential if true integration is to take place.

The employment of an intergroup relations specialist in the office of the district superintendent should be considered to plan and implement a broad program in this field. Such a position could also provide for administration of a continuous program of sensitivity training in school-community relations.

Middle-class, Anglo-Caucasian pupils, as has been said, stand to gain by wider opportunities to study, work and play with pupils of other racial, ethnic and socio-economic groups. These will be their fellow workers and fellow citizens throughout their lives, and neither group will be adequately prepared for participation in American society if they do not meet and learn together during informative years.

Significant steps toward desegregation would begin to solve their problems if combined and coordinated with compensatory education programs in the types of school and community approaches already described. In addition, here are some other suggestions:

Many districts are experimenting with programs in school-to-school exchanges which bring teachers and pupils from different parts of the community together. Athletic events have afforded some opportunities of this kind, but they place

perhaps too great an emphasis on competition and rivalry.

Dramatic performances, art exchanges, concerts, science exhibits, debates and forum discussions are among the programs readily available for this purpose.

The actual exchange of teachers between classes of different racial and ethnic composition, and of classes for periods ranging from one day to one week or one entire curriculum unit, is being tried in other communities. Schools should explore these and other possible steps toward integration through inter-district exchanges.

Curriculum and other approaches previously mentioned apply as well as to majority group schools as to those with high concentration of minority pupils. Middle-class, Anglo-Caucasian pupils need to be taught constructively and creatively about racial, ethnic, cultural, and socio-economic differences between people. They need frequent opportunities for free and open discussion of racial and ethnic problems in modern society. They need contact with qualified minority group teachers and other school personnel, and they need to hear speakers and visiting specialists who are members of minority groups and can communicate their concerns.

In conclusion perhaps the single most effective method of overcoming the educational handicaps of minority group pupils, if they attend schools which are not included in a desegregation plan, is to assign qualified minority teachers, counselors and administrators, as well as classified personnel, to work in such schools. Here is an additional reason to put a high

priority on a more intensive effort to recruit and promote minority personnel, and to assign them on the basis of the widest possible distribution throughout each district. Thank you once again for inviting me to be here with you.

NOTES FOR DISCUSSION:
DECISION MAKING AND DESEGREGATION OF
BAY AREA SCHOOLS

Delivered by: Floyd Hunter

In order that we have a fruitful discussion about decision-making in Bay Area Schools, I believe we should ask ourselves first of all, "Who makes decisions about education in the Bay Area and to what end?" I believe if we ask ourselves this question honestly we will begin to examine the context within which problems occur in relation to desegregation and if we find answers to the questions we may have discovered key elements related to coming to solutions to the problems involved. Asking questions and acting upon the answers one gets is related to social R & D (research and development). My discussion will relate to what I have just said.

Decisions about Bay Area Schools are made at three levels, namely, national, state and local. All know this, but there is a tendency to put the order of decision in reverse, i.e., local, state, and national. We are also use to putting decisions about schools in a rather narrow context. That is we believe that the superintendent and his board of education make certain decisions to the attention of funding authorities at all circumferences of government. Very little attention is given to the role that members of the private sector in local and national life play in educational matters, particularly those in the private economic sector.

In order to concretely see the magnitude of the problem that is being suggested here, let us back off and look at the nation as a whole decision making complex.

The problems in our society are national in scope. We operate as a functional, national system. The basic problems within the nation that concern school men are those related to shifts in population and decisions made about these shifts. If one can think for a moment of the United States as a huge oblong shallow pan which contains various concentrations of population, urban centers, money, and the buildings and goods of life, we will have a first view of my illustration. Secondly, if one places this pan longwise, east and west, in his mind, and the narrow portion of it bounded by the north and south, as the shape our country approximately is, and then if he tips this pan gently towards its southwest point, he may see that the nation's population, urban centers, money, buildings and things would gradually move from all sections of the pan to its southwest corner. This is exactly what is happening with our population in our nation. Many of our problems arise from this very fact.

Furthermore, if one begins to ask himself where are major decisions made in relation to the shifts in population, and goods of the country, he will be finally led to know that there is a power axis in the country which can be defined in the shape of a huge "T". The power axis follows the general heavy concentrations of power across the nation with the exception of the heavy population in the south. The real power axis is at the head of the "T" which would extend roughly from Boston, Massachusetts south

through Washington D.C.. The foot of the "T" runs through the New York, Pennsylvania, and middle western areas, narrows a bit through the western states and has its foot firmly placed in the Los Angeles, San Francisco areas. National decisions in relation to moving our goods and services follow this general power "T". Some empirical confirmation of these latter remarks can be got from a least one of my works related to "Top Leadership, U.S.A."

The south has traditionally been pretty largely left out of this configuration of the "T" of power and with the exception of some of the upcoming Texas decision makers it still is. National decisions are still made pretty largely in New York, in Washington D.C., and in certain anchor points of power of the urban areas of the middlewest. These facts of life have been true since the national war, 1861-65.

The larger decisions that have been made by the various power structures involved in the economic and political decisions of our nation for the past several years have made radical shifts of rural populations a fact of life in all areas of the country, but the heavy masses of population moving west have come largely from the Negro minority groups of the south. With the shift in population, as all know, school problems in California cities have multiplied enormously.

If one looks for causes of distress within these national decisions, he can see immediately that the failure of land reform in the south and its agricultural mechanization has thrown huge masses of Negro peasantry into urban areas north and south, east and west. The cities into which minority populations have

moved were ill prepared to meet these problems involved because they do not have national resources at hand to meet this national problem.

Specifically, within the Bay Area, the total national situation has brought into being a pre-major ghetto area, namely, Richmond, Oakland and in the Hunter's Point-Fillmore axis of San Francisco. The cities in which these ghettos occur, by not making the proper decisions in relation to urban development have offered deteriorating housing and inadequate community facilities as a welcome to the massive incoming populations. To date only patch work decisions are being made in relation to all of the problems outlined here by local, state and federal authorities.

This whole configuration of problem areas produce for educators some imponderables in relation to their own decision making processes. The local administrators are attempting to deal with national problems without adequate help.

I would suggest that we are now in a position to ask two other questions:

- 1) What is the nature and extent of the community problem which impinges upon school decisions?
 - a) What relationship is there between land reform and urban rebuilding in the south to Bay Area problems?
 - b) What kind of decisions are being made by the policy makers in Bay Area cities related to urban rebuilding?
 - c) What are the minority wishes and their real positions in relation to entering the power structures at all

levels of civil life in the United States, but with particular reference to power structures in the Bay Area?

- 2) Are our schools adequately training people for the real task of civil decisions that are before them?

I shall now attempt a very sketchy and partial answer to some of these questions and in this attempt I am sure I will raise other questions in your minds which we can get to in a moment when we begin to discuss all of these propositions.

I would suggest that the problems alluded to here will need to be met on a short term and a long term basis. In the short term this means that many decisions are going to have to be made about crash programs of expanding facilities and resources for education and also we are going to make some long term decisions about getting at the source of our problems and rebuilding our nation socially, politically, and economically. Within this frame of reference the minority people need to come quickly to terms with the divisiveness in the civil rights movement related to separatism vs. integration. I am not suggesting that the decisions in these regards rest altogether with the minorities either!

Within all of this I am not suggesting either that we spend any time at all in trying to shift blame or indulge in procrastination. I believe that we need to move toward a serious study and responsible action, i.e., social R & D.

(I shall allude to the proposition of desegregation as an aside here, indicating that it is a must for those who want it. It is the law.)

Finally I would ask myself if I were an educator, whether or not we really are educating for the citizenship decisions that need to be immediately made in the Bay Area? Are we training all of our citizens for more of the same--I am suddenly reminded of a jingle that we use to sing in school, "Good Morning to You! Good Morning to You! We are all in our places with sunshining faces!"--or are we talking about making such training available to people that they, of the minorities, may finally own and operate a piece of the action in the Bank of America, Standard Oil or the Oakland Tribune? If we are not doing this, why not? If we are not doing this in American Society generally, should we not ask ourselves whether or not we are offering inadequate training. The values of the systems would indicate that we should be thinking at least as large as this and that our thinking should consequently zoom in on daily obstacles that may stand in the way of adequate decisions.

July 25, daytime

Exact time not set as yet. Meeting with architects for preliminary plans for Verde and Lake School additions.

During the summer there will be additional meetings as needed on both projects. A series of coffee klatches are to be set up so that discussion can take place in smaller groups, both in Parchester and in North Richmond.

INTEGRATION - DESEGREGATION GROUP

July 8, 1967

VERDE - CHANGE THE STATUS QUO - A DISTRICT DEMONSTRATION
DEMONSTRATION - LABORATORY SCHOOLS ARE A WAY OF PROVIDING
HIGH QUALITY EDUCATION SUCH SCHOOLS OFFER INDIVIDUALIZED
INSTRUCTION TO MEET CHILDREN'S SPECIFIC NEEDS

Demonstration schools provide:

- A. New methods of teaching such as team teaching, programmed learning, language labs
- B. Smaller classes and more individualized instruction
- C. Flexible grouping - large group instruction, small group instruction
- D. Special personnel - guidance workers, psychologists, consultants in subject areas
- teacher aides, community workers
- E. In-Service Education with respect to - teaching methods
 - culture groups
 - individual goals
 - materials
 - human growth and development

BELMONT BARB

-A Sampling

by

Dr. Louise Dyckman

STAFF

Bob Mackler

Franz Synder

Betty Smith

Nina Rockaird

Thelma Carder

BELMONT BARB

The following are excerpts from the "Belmont Barb," -- the pulse of the Institute--the daily newsletter produced by the Institute staff and participants during the live-in phase at the College of Notre Dame. It is significant that this was the participants' organ and staff was invited to contribute.

JULY 7

Report from Lanny Berry - Other School Activities Group

Several Negro youth participants are proposing the creation of an Afro-American Student Association. This association would explore ways to effectively deal with social, economic educational and political problems related to black students and the black community. At bottom, the essence of this proposal is to obtain as much knowledge and information which can be used for short range and long range strategies and tactics. Wherever necessary and possible black students would form coalitions with white students which are in the best interest of both parties. A counterpart of this group would be a group of white students working in their respective communities. The third part of this proposal would be an interracial council at each high school which would include representatives from all racial and ethnic groups.

Reflections on the Blake-DeBerry Dialogue by Dr. Donald Baker

1. The basic irony of the contemporary situation is that, though whitey controls the system, whitey has little power to bring about the necessary changes leading towards any degree of equality in the system (i.e., educators and others. It is the blacks who must organize to force or bring about a pluralist system, (one in which assimilation into a dominant white, middle class culture is replaced by a pluralist system recognizing and accepting the values and standards of other minority groups.) If there is any validity to such an assumption (and most facts and studies would seem to affirm the assumption), then "black power," is not a destructive force, but a force needed to make ours a viable, pluralistic society.
2. American history (or whatever one wishes to term it), rather than being taught in the "drum and bugle corps" tradition, should be taught as the struggle of all minority groups to achieve their "place in the sun." That is, the WASP, professing "equal opportunity" and the dignity and worth of all people" as the basic values of the system did such a splendid job that minority groups thought the WASP meant these values to apply to him too. And the persistent struggle of groups --Irish, Italian, South European, Black, Puerto Rican, Mexican-American, and others--has been motivated by this. These groups, then, are simply trying to achieve the values the society has professed it holds but has an extremely difficult time embracing.

3. Any group, if it is to shape its own destiny, must have the right to do that. To deny that is to deny the basic premise of the American political system. And the educational system is the key into that political system.

A Reaction to Clyde DeBerry's Speech

In his brief presentation to the members of the Institute during a general session, Clyde De Berry discussed the views and ideas developed at the recent national convention of CORE. The intention of his presentation was to acquaint the participants of the Institute with the real feelings and thoughts of a significant element of the Negro community. Dr. DeBerry made clear that today it was necessary to recognize that black power rather than desegregation was the central concern of the CORE meeting as well as of real black men in real black ghettos. Both integration and desegregation in this context seem deceitful, he contended, since they would continue to be taken half-hearted and gradual as well as irrelevant. Without real power, the black community would be unable to negotiate from a position of strength, it would only be able to beg from a position of weakness and dependent incapacity. Of course, this strategy is apt to be disputed both by those who fear its effectiveness as well as those who believe that by perpetuating separation it may make future integration even less likely. However, these apprehensions leave the proponents of black power justifiably indifferent since more orthodox means have either proven their bankruptcy or better yet, the black man has nothing to lose anyway.

Jivan Tibibian

JULY 8

OUR MEETING WITH THE MEXICAN-AMERICAN YOUTH

Immediately after the morning general session yesterday, the youth participants were able to enter into communication with the visitors. This meeting led to acknowledgement to two important ideas: (1) The relationship between minority groups and (2) An accent on youth. It was noted that while in Southern California, the Mexican-Americans and Negroes are extremely hostile towards each other ("they're competing against each other for the crumbs"), in our part of the state things are different. "We're all in this together," said one student of the Richmond High situation. It was observed that both minority groups have been oppressed by the same system and are making efforts to combat this oppression.

This was where the emphasis on the youth came in. The present efforts to bring about change must be stepped up, and it is the youth who will initiate the change. A Negro student advised the Mexican-Americans to organize, to move and to act. He expressed his hope that the Mexican-Americans could be more successful than the Negroes have been. It's up to the youth to either turn their backs on the problem or to shoulder the responsibility. This was the tone of the meeting.

REFLECTION #1

by Thelma Carder

Here, this time, this place
We listen, talk, discuss.
Who has power, what can I do, who can we move to change?
How?

Each one has a culture, a history, a past,
a prejudice, a role--teacher, student, Negro, white.

The white man doesn't dig to find his history.
It's in those books the students seldom read.
The Negro sings of river--Euphrates, Congo, Nile,
Mississippi too.
We're caught in the thrill of discovery.

Today the white man is on top--in power, in caste, in class.
But where will history be tomorrow?
Will white man have to dig through broken worlds to find his own?
Or will wars of race like religious wars be in the past,
In the dull texts for students?

We here, this time, this place, can help decide.

BELMONT CARS

THEY'RE ROUNDING THE LAST TURN

REMEMBER → task groups 8:00-12:00 TODAY

COMMENTS ON REVEREND YOUNGDAHL'S PRESENTATION

The film, "A Time For Burning", like Baldwin's book, "The Fire Next Time", are both extremely important social documents. They provide the kind of mirrors white Americans and communities have needed to look at squarely and honestly. These mirrors tell us that no man can stand tall in his own eyes unless he lives and behaves in ways that make it possible for all men of all races and ethnic groups to stand tall and proud.

Ralph Harris

Since Reverend Youngdahl's purpose for being is to help save souls, then perhaps another question should have been asked last night: "What would have happened to the souls, the self-dignity of those of his flock who actually understood what he was preaching, had the confrontation not occurred?" I believe that some of us are beginning to ask ourselves this question now and beginning to understand that what must be done is not for the Negro but, rather, for ourselves--- --if we are to consider ourselves to be thinking, rational, human beings.

Herb Miles

MEXICAN-AMERICAN YOUTH ORGANIZATION'S SECOND QUARTERLY MEETING

MAYO's second quarterly meeting was attended by Mrs. Rosita Ramos and six youth participants: Debbie Bluitt, Susan Bueno, Wesley Buth, Milton Combs, Chris Porter and Mike De La Garza. The principal speaker was Mr. Ben Lopez, minority group specialist from the State Employment Office.

BELMONT BARB

JULY 9, 1967

THEY'RE ROUNDING THE FAR TURN AT BELMONT

STAFF WELCOME

The staff of the 1967 Leadership Training Institute welcomes concerned and interested citizens to a day of visitation. During this day, Richmond residents will have an opportunity to listen and participate in the activities of the Institute.

The presentations made today are the result of long sessions marked by deep emotional, spiritual and psychological involvement. No participant in this Institute will ever be quite the same. The staff would like you to commit yourself to support our work.

A most significant understanding developed during the preceding two weeks is: "The black community must attain a position of relative equality if desegregation is to work" The degree to which a minority group feels it is shut out is directly related to self-denial and loss of personal esteem. If desegregation is to become integration, and the staff believes this is the goal of our society, all must have equal access, opportunity and ability to make significant decisions.

The staff is pleased that you are able to be with us. Help us attain the goal of the best education for every child in Richmond.

Dr. Edward Leibson for the Staff

YOUTH GREETING TO ALL VISITORS

Being invited to participate in this Institute has been an honor and a challenge. We've met many fine people and had many stimulating presentations. It has really been an experience.

The youth group has come up with many new and exciting proposals, such as the Afro-American group, Inter-racial retreat and youth tutoring program.

We, the youth, would like to cordially invite all the visitors to an Institute that has been so exciting for everyone.

John Minor

Mr. Lopez spoke on the class system of the Mexican American. The Mexican youth in San Jose expressed their feelings in regard to their own personal experiences in school and community life. They told of how their attitudes toward themselves, the schools and the community have changed. MAYO is open to all students of high school and college age. It is an extra-curricular activity established within the school. The officers have to be in at least the eleventh grade and academic requirements are also set. Some of my personal impressions are:

- (1) MAYO was formed to establish a positive self image within the Mexican-American youth.
- (2) MAYO attempts to find out the relationship of the Mexican-American to the total community.

Mike De La Garza

I sit her and wonder if after all Juan Garcia wasn't right when he said "We should get rid of everyone over 30." Particularly when a very modest, very young lady of high school age related to us about the extremely bad school conditions in Union City. They were so bad that her English class had to share one set of books with three other classes. The Mexican American kids (about 50% of the school population) organized to try to do something about better education. They felt that education was for the professionals to handle and went to their teachers, who were not of much help because they felt that their jobs were in jeopardy. Finally, when they felt that they had reached the end of the road, they approached the "Anglo" students and found that they too were interested in better schools. The students met and wrote up their proposal and data concerning the schools and called for the recall of the president of the Board of Education. The end results of their efforts were the recall of the Board president and the improvement of conditions in the schools.

P.S. This very young lady speaks very softly.

Rosita Ramos

XI. THE LIBRARY

The Library

Each Participant was given a packet which included the following pamphlets and reprints:

Coleman Report Summary

Selected Amendments to the Constitution

Dettering, Richard W., Prejudice Won't Hide

Hayakawa, S.I., How to Attend a Conference

Larrick, Nancy, The All-White World of Children's Books

United States Commission on Civil Rights, Racial Isolation in the Public Schools

In addition, library provided relevant reading material in which participants found needed facts, new ideas, support for their suggestions and inspiration. Many articles clipped from educational periodicals were provided by Gertrude Noar. They dealt with grouping practices, intelligence, testing, discipline, teaching the disadvantaged, desegregation, integration, race and race relations.

Benet, James, Plea at Stanford De-Isolate the School Board

Blake, Elias, Jr., Chapter X Color Prejudice and the Education of Low Income Negroes in the North and West

Coles, Robert, Violence in Ghetto Children

Dodson, Dan W., Changing Cultural Patterns in Suburbia

Douglass, Joseph H., Mental Health Aspects of the Effects of Discrimination on Children

Galarza, Ernesto, The Mexican American: A National Concern

Gonzales, Eugene, The Mexican American in California

Howe, Harold II, Education's Most Crucial Issue

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Johnson, Showfer, Leibson, Wayne State University -
Institute 169: Problems Incident to
De Facto School Segregation

King, Josie M., J. Herman Blake, Teaching Negro History:
A Dual Emphasis

Larrick, Nancy, The All White World of Children's Books

Lincoln, Eric C., Black Power

Malcom X, The Autobiography of Malcom X

Marine and Hochchild, Color Black Gloomy

Mead, Margaret, Education for Tomorrow's World

Noar, Gertrude, Implications for the Institute Drawn
from the Report on Racial Isolation

Noar, Gertrude, In Reference to I. Q. Tests

Riessman, Frank, Suggestions for Working with the
Educationally Deprived Child

Singer, Dorothy G., Reading, Writing and Race Relations

Stanford University News Service, On: Discrimination
Against Mexican-Americans

Wilson, Jensen and Elliott, Education of Disadvantaged
Children in California

A selected list recommended by Gertrude Noar follows:

SELECTED LIBRARY

"1967 Leadership Training Institute in Problems of School Desegregation"
submitted by Gertrude Noar

National Society for Study of Education:

1966 Year Book - Social Deviancy Among Youth
1967 Year Book - The Educationally Retarded and Disadvantaged

National Educational Association - Research Pamphlets:

"Anxiety Related to Thinking and Forgetting" - Lighthall
"Controlling Classroom Misbehavior" - Gnagey
"Personality Adjustment of Individual Children" - Ojemann
"Teaching the Disadvantaged" - Noar
"The Drop-out"

Journal of Negro Education:

1965 Year Book - Education and Civil Rights
1964 Year Book - Education Planning for the Disadvantaged

Allport, Gordon - "The Nature of Prejudice", Doubleday-Anchor
Bash, James - "Effective Teaching in the Desegregated School", Phi Delta

Kappa
Bloom, Davis and Hess - "Compensatory Education for Cultural Deprivation" -
Holt

Clark, Kenneth - "Dark Ghetto", Harper and Row
Goodman, Mary Ellen - "Race Awareness in Young Children", Collier
Holt, John - "How Children Fail", Dell Publishing Co.
Moore, Alex - "Realities of the Urban Classroom" - Doubleday-Anchor
Noar, Gertrude - "Teaching and Learning the Democratic Way", Prentice-Hall
Noar, Gertrude - "The Teacher and Integration", NEA
Pettigrew, Thomas - "Profile of the Negro American", Van Nostrand
Silberman, Charles - "Crisis in Black and White", Random House
Warner, Sylvia Ashton - "Teacher", Simon and Schuster
Webster, Staten - "The Disadvantaged Learner", Chandler

ADL Pamphlets:

"Living with Difference" - Noar, Gertrude, Rev., 1967
"Prejudice and Discrimination: A Resource Unit for Teachers" - Noar,
Gertrude, Rev., 1967
"Information Is Not Enough" - Noar, Gertrude, Rev., 1967
"Negro American Intelligence" - Pettigrew, Thomas
"U. S. Department of Health, Education and Welfare
"Low-Income Life Styles" - Lola M. Irelan, Ed.

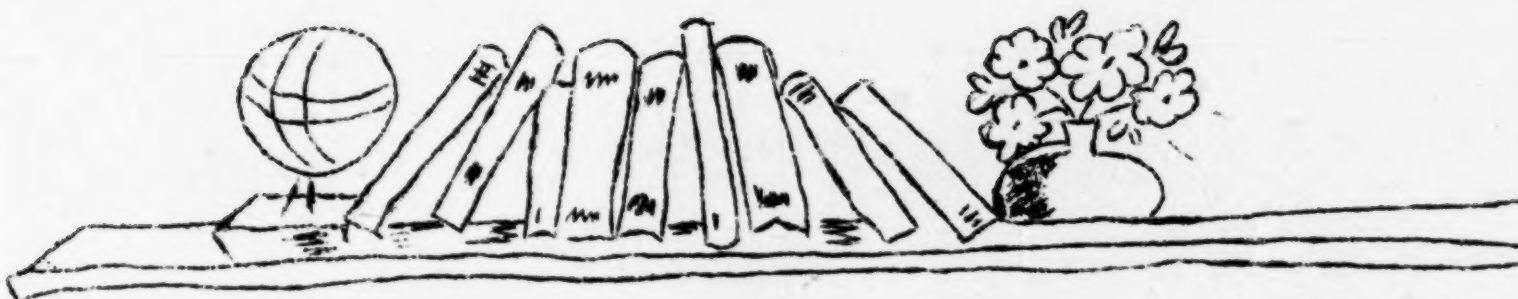
Many books and reprints were distributed (given, not lent) to participants. This collection was accumulated by the In-Service Education Fellows with the assistance of Mrs. Ann Dyas. A partial list follows:

Aguela, The Under Dogs
Baldwin, James, Going to Meet the Man
Baldwin, James, The Fire Next Time
Bennett, Before the Mayflower
Bone, Negro Novel in America
Braithwaite, E. R., To Sir with Love
Broderick and Meier, Negro Protest Thought
Brown, Claude, Manchild in the Promised Land
Cray, Ed., The Big Blue Line
Daedalus, The Negro American, Fall 1965
Winter 1966
Demby, William, Beetlecreek
Elkins, Slavery
Ellison, Ralph, The Invisible Man
Ellison, Ralph, Shadow and Act
Forbes, Jack, Mexican Americans
Gardner, John, Self Renewal _
Green and Ryan, Growing Up in the Slums
Hentoff, Nat, The New Equality
Holt, John, How Children Fail
Noar, Gertrude, The Teacher and Integration
Noar, Gertrude, Teaching the Disadvantaged
Redding, J. S., On Being Negro in America
Reissman and Pearl, New Careers for the Poor
Rose, Peter I., They and We

Talcott, Parsons, Clark, The Negro American
Thompsonson, Daniel C., The Negro Leadership Class
Warner, S. Ashton, Teacher
Webster, Staten, Understanding Problems of Disadvantaged
Webster, Staten, Educating the Disadvantaged Learner
Weinberg, Meyer, Learning Together Integrated Education
Young, W., To Be Equal

Dr. Herman Blake also distributed a bibliography to participants following his presentation about Negro History and Literature. These references are appended to this section.

In addition, Robert Mackler, an Institute participant, prepared a list which was published in the Belmont Barb. Mr. Mackler's interest in this area was later rewarded by an invitation to teach an in-service course on Negro History for the Richmond Unified School District. Mr. Mackler's list and brief appraisal of recommended books follows:



IMPORTANT PAPERBACKS ON NEGRO HISTORY

Selected by Robert Mackler

1. B. Davidson A History of West Africa. This book includes important primary source materials such as the chronicles describing the early states of Ghana, Mali, and Songhay. Davidson is an important source for the information which can dispel the myth that Africans coming into slavery in the New World were savages and without a culture.
2. H. Aptheker American Negro Slave Revolts. Aptheker has documented 250 slave revolts in the United States. His scholarship is irrefutable.
3. K. Stampp The Peculiar Institution. This is the best study of American slavery. The author has utilized many primary sources such as newspapers, periodicals, and plantation records to produce a fairly balanced picture of slavery.
4. B. Quarles The Negro in the American Revolution. This book is the best source for information on the utilization of the Negro in the revolutionary armies and navies. It includes a detailed study on Crispus Attucks.
5. S. Cornish The Sable Arm. Cornish has written the best account of the role of the Negro in the Civil War. The division within Lincoln's staff is clearly portrayed and the president's change of attitude is examined. The author has studied regimental records in detail and clearly indicates the important role of the "Sable Arm" in the war.
6. F. Douglass My Life and Times. One of the major biographical works of the nineteenth century and an important source for all aspects of Negro history during the abolitionist struggle.
7. Meier and Rudwick Negro Protest Thought in the Twentieth Century. An anthology of writing from the age of accommodation to the middle sixties.
8. Malcolm X Autobiography. A must for anyone with a serious concern for an honest presentation of the Negro in our time.

THE NEGRO IN AMERICAN HISTORY AND CULTURE
Some Paperback Contributions

Aptheker, Herbert, ed., A Documentary History of the Negro People in the United States, Citadel Press, New York, 1962. Documents of American Negro History.

Bardolph, Richard, The Negro Vanguard, Random House, New York, 1961. Approaches to the history of Negro America through the biographies of eminent men and women from 1770 to the present.

Botkin, B.A., ed., Lay My Burden Down, A Folk History of Slavery, University of Chicago, 1961. Recollections of slavery by ex-slaves.

Buckmaster, Henrietta, Let My People Go, Beacon, Boston, 1959. The Story of the Underground Railroad.

Butcher, Margaret J., The Negro in American Culture, New American Library, Mentor, New York, 1957. Achievements of Negroes and their influence on the mainstream of American Culture.

Cash, Wilbur J., The Mind of the South, Doubleday, Garden City, New York, 1954. An analysis of the origins and characteristics of the Southern point of view.

Davis, Allison, and John Dollard, Children of Bondage, The Personality Development of Negro Youth in the Urban South, Harper and Row, New York, 1964. An approach to Negro personality based on social class and Freudian psychological factors.

Degler, Carl N., Out of Our Past, The Forces That Shaped Modern America, Harpers, New York, 1962. A history of America which emphasizes those strands of the past which are relevant to today's problems.

Dollard, John, Caste and Class in a Southern Town, Doubleday, Anchor, Garden City, New York, 1949. Class and caste factors in the South.

Douglass, Frederick, Life and Times of Frederick Douglass, Collier, New York, 1962. The autobiography of the great Negro abolitionist.

DuBois, W.E.B., The Souls of Black Fold, Fawcett, Crest, New York, 1961. A deeply moving appeal by a Negro scholar written at the turn of the century.

DuBois, W.E.B., Black Reconstruction in America 1860-1880, World, Meridian, New York, 1964. Reconstruction after the Civil War from a Marxian viewpoint by an eminent Negro scholar.

Elkins, Stanley M., Slavery, A Problem in American Institutional and Intellectual Life, Grosset and Dunlap, New York, 1963. A penetrating and original approach to American slavery, contrasting it with slavery in Latin America and comparing its psychological effects on Negroes with the results of concentration camp experiences in World War II.

- Franklin, John Hope, Reconstruction After the Civil War, University of Chicago 1961. A modern interpretation of the Reconstruction period by a noted Negro historian.
- Frazier, E. Franklin, Black Bourgeoisie, The Rise of a New Middle Class in the United States, Collier, New York, 1962. An analysis of the circumstances and attitudes of the Negro middle class.
- Handlin, Oscar, Race and Nationality in American Life, Doubleday, Garden City, New York, 1957. The role of immigrants and minorities in American History and the part pseudo-science and discrimination have played.
- Handlin, Oscar, The Newcomers, Negroes and Puerto Ricans in a Changing Metropolis, Doubleday, Garden City, New York, 1962. The history of immigrant groups in New York City, how they won a place in the sun, and the prospects for Negroes and Puerto Ricans today.
- Herskovits, Melville J., The Myth of the Negro Past, Beacon, Boston, 1958. A controversial analysis of the survival of cultural elements from Africa among American Negroes of North and South America.
- Higginson, Thomas W., Army Life in a Black Regiment, Beacon, Boston, 1962. First-hand account of the experiences of Negro troops in the Northern Army of the Civil War.
- Hughes, Langston, Fight for Freedom, The Story of the NAACP, Berkeley, Medallion, New York, 1962. The history of the first great Negro protest and defense organization.
- Kardiner, Abram, and Lionel Ovesey, The Mask of Oppression, Explorations in the Personality of the American Negro, World, New York, 1962. An approach to Negro personality through psychiatric case studies.
- King, Martin Luther, Stride Toward Freedom, Ballantine, New York, 1961. The Story and ideals of the great Negro leader of non-violent change.
- Lincoln, Eric, The Black Muslims in America, Beacon, Boston, 1961. A study of the origins and intentions of the Black Muslims.
- Lomax, Louis E., The Negro Revolt, New American Library, Signet, New York, 1963. A brilliant and balanced analysis of the contemporary Negro struggle.
- Lomax, Louis E., When the Word is Given, New American Library, Signet, New York, 1963. A critical analysis of the Black Muslim movement by a Negro scholar.
- Nordholt, J.W., Schulte, The People That Walk in Darkness, Ballantine, New York, 1960. An interesting and often inspiring history of the American Negro people.
- Olmsted, Frederick Law, The Slave States (Before the Civil War), Putnam, Capricorn, New York, 1959. Traveler's accounts of the Old South by an honest but critical observer.

- Reeding, Saunders, The Lonesome Road, The Story of the Negro's Part in America, Doubleday, Garden City, New York, 1958. Aspects of American Negro history revealed through selected biographies.
- Redding, Saunders, On Being Negro in America, Bobbs-Merrill, Charter, New York, 1962. A deeply moving account of one sensitive man's reaction to living and working in a society of prejudice and discrimination.
- Rose, Arnold, The Negro in America, Beacon, Boston, 1956. An outstanding analysis of the history, problems, and promise of the American Negro, based upon Gunnar Myrdal's The American Dilemma.
- Rose, Peter I., They and We, Racial and Ethnic Relations in the United States, Random House, New York, 1964. An excellent, brief sociological treatise on the problems of intergroup relations in the United States.
- Rozwenc, Edwin E., Ed., Reconstruction in the South, D.C. Heath, Boston, 1952. One of the Amherst series of problems in American history, providing a balanced array of contrasting analyses.
- Shenton, James P., The Reconstruction, A Documentary History: 1865-1877, Putnam Capricorn, New York, 1963. Documents of the controversial Reconstruction period.
- Stampp, Kenneth M., ed., The Causes of the Civil War, Prentice-Hall, Englewood Cliffs, New Jersey, 1959. Alternative explanations for the causes of the Civil War.
- Stampp, Kenneth M., The Peculiar Institution: Slavery in the Ante-Bellum South, Random House, New York, 1964. A critical analysis of the nature of slavery.
- Tannenbaum, Frank, Slave and Citizen, The Negro in the Americas, Random House New York, 1963. A brilliant analysis of the nature of slavery in the United States contrasted with the institution in Latin American countries.
- Washington, Booker T., Up From Slavery, Bantam, New York, 1963. The autobiography of the controversial Negro Leader.
- Wish, Harvey, ed., Ante-Bellum--Writings of George Fitzhugh and Hinton Rowan Helper on Slavery, Putnam, Capricorn, New York, 1960. Contains the full texts of sociological defenses of slavery by George Fitzhugh and economic and political criticisms of slavery by Hinton Rowan Helper.
- Woodward, C. Vann, Reunion and Reaction, Doubleday, Garden City, 1956. The Story of Reconstruction and the compromises which led to its end and the restoration of white rule in the South.
- Woodward, C. Vann, The Strange Career of Jim Crow, Oxford, Galaxy, New York, 1961. The story of how Jim Crow arose a generation after the Reconstruction period.
- Ziegler, Benjamin, ed., Desegregation and the Supreme Court, D.C. Heath, Boston, 1958. The Amherst pamphlet providing alternative analyses of the controversial decision on desegregating public schools.

XII. INSTITUTE EVALUATION

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Institute Evaluation

I

The basic means for evaluating an institute must be in terms of its "outcomes," i.e., in terms of the extent to which the efforts, the programs, and the tactics employed in the institute lead toward the desired goal: namely, the desegregation of the school system.

Any assessment, therefore, must be conducted at a number of levels, for the social change desired (desegregation of schools) incorporates a number of factors. Oftentimes these factors are interrelated, but in other instances they are not.

Three factors in particular should be spelled out, for they appear most significant in terms of social change (i.e., school desegregation). These are:

1. Program development and implementation;
2. Behavioral changes (within individuals and groups); and
3. Attitudinal changes (within individuals and groups).

The logic for each is spelled out below:

1. At the most basic level, of course, is program development and implementation. An institute (its members) must determine what steps (programs) will be taken to accomplish the desegregation desired. This process assumes a number of steps: (a) determination of what is meant by desegregation; (b) broad, general outlines of what overall programs need to be developed; (c) the determination of more limited and specific programs; (d) the establishment of priorities (i.e., when specific tasks or goals should be accomplished or implemented, based on time and resources available); (e) the allocation of functions and responsibilities to specific individuals and groups; and (f) the implementation of these tasks. Other steps, too,

Institute Evaluation (continued)

could be incorporated, but these are the basic steps which must be considered.

It should be clearly recognized: (1) that without some degree of agreement on point (a) it is difficult if not impossible for the total group to move beyond that point in its discussions; (2) that without some decisions having been made on (b) and (c) it is virtually impossible to move to (d); and, (3) without some degree of agreement or decisions being made on (a), (b), (c), and (d) it is quite difficult to move to task allocation and implementation, points (e) and (f). One thing should be kept clearly in mind: an entire institute (i.e., all of its members) need not be in agreement on all these things; indeed, an institute may break itself down in terms of specific types of "problem areas" or "major tasks," and the above steps then apply to the specific group (s) working in a given problem or task area.

The spelling out in theoretical form of the above is necessary for an evaluation of the institute, as it must be remembered that these are all (though interrelated), basically, separate steps, each essential in leading toward the desired goal of school desegregation. Another factor should be made very clear: the steps outlined above do not all occur simultaneously; the time which it takes for these steps to be accomplished and the desired goal reached (assuming it will be reached) will vary, dependent upon the attitudes, the commitments, and the ability of the group involved to work out these levels of group process and decision-making.

Moreover, it should be apparent that a group does not work in a vacuum; it must get the decisions it reaches accepted by others in the community (i.e., at least when one is dealing with programs that go beyond one's own classroom or guidance practices). One must get others to accept and, where necessary, assist in the implementation of the goals. An individual (or group) may

Institute Evaluation (continued)

work out an ideal or perfect program, but if the power to implement it is not in his (its) hands, it is then essential that those who do have the power be convinced of the need or desirability, the necessity, and the feasibility of what is being proposed.

The point being made should be clear: the fact that a group working together in a brief time has not reached point (f) does not mean it has been unsuccessful. Rather, it may still be moving through the preceding steps, and to classify its functioning as a "failure" may, indeed, thwart it from continuing through the steps outlined. Indeed, dependent upon the point from which a group began (in terms of commitments, attitudes, knowledge availability, etc.), a group's having moved from point (a) as far as point (c) may be classified as a "success" (other groups, again determined by the point from which they began, may move much faster and get through to point (e) or even (f), but it is the point from which they began which is the determining factor). The assumption here is that the Institute itself is only a part of and ongoing process. It suggests that a group which gets, for example, as far as point (c) or (d), does not simply terminate its effort at the conclusion of the Institute; rather, it continues working as a group, working toward the final implementation (f) desired. If it doesn't do this, then it has failed; but this suggests that the success or failure of a group (s) within an Institute can be measured only after the elapse of a specified time period, perhaps months. Thus the necessity for (a) encouraging and working with these groups in following months and (b) holding a follow-up session six to nine months after the Institute, at which time a group (s) may be evaluated in terms of its (their) success or failure.

2. Program implementation may (and, more often than not does) necessitate behavioral changes within an individual or group. For example,

Institute Evaluation (continued)

a white teacher, in terms of his teaching practices, may, as a consequence of the Institute, recognize that some of his practices in the classroom (in terms of teaching itself or in terms of the curriculum taught) do not assist but, rather, detract from a black student's achieving a quality education. Thus the behavior change may be at two levels: (a) in terms of the educator's teaching behavior and/or (b) in terms of what (i.e., content) he teaches. Both of these represent behavioral changes, and both can be evaluated. One might apply the same types of criteria when speaking of behavioral changes in a guidance counselor, in a school administrator, or in others.

But what should be apparent is that, as in the case of program development, the real assessment of whether or not an Institute has been successful in bringing about behavioral change cannot be made at the end of the Institute itself but only after an intervening period of time, a period of time in which these changes are developed. And here the evaluation can be of two types: (1) by asking (after this intervening period) the individual what behavioral changes the Institute brought in him, and (2) by outsiders (i.e., Institute staff serving as observers) evaluating what changes they see in the individual or group.

3. Attitudinal changes may be determined through testing of individuals at designated periods; indeed, this is the easiest factor in an institute to measure. What is of major concern here is (a) whether or not an institute is able to bring about attitude changes desired (i.e., acceptance of other ethnic groups as equal; acceptance and commitment to desegregation; etc.), and (b) whether or not these attitude changes persist over an extended period of time.

To determine attitude change, it was decided to test the participants

Institute Evaluation (continued)

on three separate occasions: (1) the first day of the institute; (2) the last day of the institute (three weeks later); and (3) in the spring of 1968, approximately eight months after the institute. By administering pre- and post- institute tests (the first two noted), it is possible to determine what, if any, attitude changes the institute had upon participants; and the follow-up test in the spring of 1968 will show whether or not any changes that did occur because of the Institute had an ongoing impact on the individual's attitudes. The tests administered (which are in the process of being analyzed and will be included in the final spring report include those relating to: (1) authoritarianism (Adorno, Frankel-Brunswik, Levinson, and Sanford, 1950); (2) need for social approval (Crowne and Marlowe, 1964); (3) ethnocentrism (Adorno, et al., 1950); and (4) Negro stereotypes (Katz, Sarnoff, and McClintock, 1956).

From the above it should be apparent that an institute can be evaluated from a number of fairly precise perspectives. On the basis of these it is possible, as a consequence, to determine whether or not the institute was effective in the accomplishment of its goals. Simultaneously, the assessment can suggest steps that might subsequently be taken to reinforce or implement goals of the institute.

In the following two sections of this assessment can be found (section II) a general assessment of the Institute group in its workings and (section III) a brief assessment of the accomplishments of the Institute.

II

Group Composition: The group composition is significant in terms of final outcomes (i.e., program development and implementation, behavioral changes, and attitudinal changes). Altogether, 107 people were selected for the Institute, including: students, 30; administrators, 13; teachers,

Institute Evaluation (continued)

39; community participants, 21; and guidance counselors, 4. It was anticipated that these individuals would be present for the entire Institute, but some, because of other commitments, could not devote full time to the program.

There was a basic logic for bringing together a cross-section of individuals. In working out programs for desegregation in the Richmond Unified School District, it was thought that all levels of the community should be involved in the shaping of programs. This diversity, though, created some difficulties. When taken in conjunction with the fact that no prior testing was undertaken to determine the actual commitments of institute participants (prior testing would have assisted in selecting only those who were definitely committed to the goals of school desegregation), the group's diverseness and different levels of commitment created difficulties in moving the total group towards program development and implementation. This, however, was a recognized aspect of the program: namely, the desire to bring together (to the extent possible) a cross section of the community was considered a more important value in terms of the end goal of the institute, i.e., total involvement of the community in program development and implementation.

Group Process: In terms of group process, the normal processes (and difficulties and problems) encountered in a group's moving toward desired goals were apparent throughout the Institute. Thus, initial difficulties centered around how the group would organize for the accomplishment of its tasks; problems and conflicts developed in terms of defining and determining tasks; and the normal problems in moving towards those tasks or goals persisted.

"Encounters" or "problems" were evident at four distinct levels, pre-

Institute Evaluation (continued)

cipitated in some instances by the composition of the Institute participants (i.e., students, teachers, etc.).

At a general level, two very distinct types of developments were occurring: (a) conflicts and frustrations engendered by efforts to determine problem areas (problem identification) and seek solutions to these problems (problem solution); and (b) a growing recognition--and effort--among the black participants to organize among themselves as a separate group (in addition to their participation in the task groups with white participants).

Problem identification and solution are the major functions of an institute of this type, and these are discussed below in terms of task implementation and in section III. The "black organization" evolved out of early lectures and discussions of two issues: (a) means for developing a positive self-concept (or self image) among blacks to counteract the negative stereotype which has prevailed in the society; and (b) the recognition that other minority groups in American society have tended to gain equal access to opportunities in the United States only after they have organized politically, utilizing their power in that position to negotiate within the system as equals.

The initial move towards a black organization evolved among the students; and, while the initial reaction of white students was one of apprehension, they came to recognize and accept the necessity of an Afro-American Association that was organized solely for black students. But that remained only one fragment of programs developed by students, for all (including black, white, Mexican-American, and Oriental) students combined in other tasks aimed at bringing about desegregation in the Richmond school system. This same type of process occurred later within the adult group.

In reality, a similar process was occurring at other levels: namely,

Institute Evaluation (continued)

in terms of "job orientations." That is, teachers came to grasp the fact that, in some areas, it was essential that they as a group combine for the accomplishment of goals in selected areas for desegregation; guidance counselors, too, came to this view; etc.

Thus, within the total group, while it was seen that the total group could work together on some issues and problems related to school desegregation, it was also recognized that, in other instances, it was essential that the total group sometimes split into smaller groups in terms of their jobs, positions, or roles in society.

Encounters at a second level were of a series of types, as might be anticipated in a mixed group. These were not simply black-white confrontations; they included, too, white-white and black-black situations. But there persisted an undertone of black-white confrontations that were never fully worked out during the course of the institute (i.e., where black and white sat down and fully and openly explored their feelings about and attitudes toward each other, attitudes and feelings based on years of myths, stereotypes, and experiences). Beyond this, there were encounters precipitated by the fact that individuals were playing different roles (i.e., teachers vs. administrator; administrators vs. community participant; teacher vs. guidance counselor; student vs. teacher; etc.).

A vital purpose in bringing together a diverse group of this type is the awareness that each gains, from his own perspective, of the different points of view represented by others because of their positions, roles, and/or responsibilities in society. Thus, in being brought together, the group must find solutions to its problems on which all will agree or consent. This necessitates negotiation, compromise, and the establishment of a milieu in which a group is compelled to learn how to work together.

Institute Evaluation (continued)

A third level of encounters is characteristic of any group, and these encounters occur at two levels in terms of tasks: (a) in terms of goals, long and short range, and how these will be accomplished (allocation of resources, determination of strategies and tactics to be followed for realizing the goals desired, etc.); and (b) in terms of who (the group in its entirety or teachers or administrators or who) should take responsibility for seeing to the implementation of the goals. These constitute the accomplishments of the group, as set out in section III.

At still another, a fourth level, a series of encounters occurred which similarly focused the direction and the results of the Institute. At this level, the encounters centered on (and determined) what goals or programs were to be accomplished by (a) the Institute as a total group, by (b) a subgroup or subgroups within the Institute (e.g., teachers or administrators, or students or blacks, etc.), and/or (c) by individuals.

As should be readily apparent, the very composition--the diversity of opinions and the differing role occupations of institute members--virtually precludes the group, as an Institute, from coming to agreement on a broad range of programs or tasks. There is simply too much disagreement within such a group. At most, such an institute could be expected to agree on a few general principles or statements, (e.g., proposals for support of a school superintendent in his desegregation efforts; recommendations for intergroup relations meetings and group; etc.), but beyond that it is not possible to expect unanimity.

As a consequence, subgroups form with an institute, subgroups which are in agreement on specific programs or goals, and these groups utilize the institute as a means for discussing programs and determining courses of action they will pursue upon the completion of the institute. Such a group (or groups)

Institute Evaluation (continued)

may follow specific role lines (e.g., teacher or student or administrator, etc.) or may represent the effort of a combination of individuals from these different areas. Both of these types of subgroupings evolved from this Institute, and at the termination of the Institute they reported to the Institute participants the programs they would be implementing during the forthcoming year.

It is normally at the individual level that institutes of this type have their greatest impact, for the very composition of the institute and the types of confrontations or encounters which develop constitute what might be termed "sensitivity training," i.e., the individual emerges more fully aware of his own attitudes and behaviors as these pertain to issues and problems of desegregation. The individual is sensitized to the problems of working with minority children; he recognizes the problems they are faced with and how he, as teacher, administrator, or counselor, can be of greater assistance to that child in getting a better education; and he learns, too, from the content of the institute, precise things (in terms of curriculum, guidance techniques, etc.) he can utilize for communicating and working more fruitfully with students.

* * * * *

The group composition, as should be evident, shaped the direction--and virtually the boundaries--of the total Institute. Because of the differing attitudes, roles, and occupations, it was impossible, except as noted on general issues, to get a consensus from the group. This, of necessity, forced the development of subgroups which, in turn, moved in their own specific directions and worked on the problems or tasks which they felt most needed attention. As a consequence, the Institute, as a group, could not be expected to accomplish much as a total group. The real areas in which positive steps could and were taken were within the subgroups and by individuals. This in no way is meant as a criticism; rather, it is meant to illustrate where an evaluator should focus his attention.

Institute Evaluation (continued)

III

The accomplishments of the Institute should be viewed from three perspectives: (1) self-awareness; (2) organization; and (3) program development and implementation. As noted previously a more thorough appraisal of the accomplishments of the Institute can be made only at a later date, after the participants have had an opportunity to implement the programs they developed.

1. Self-Awareness: The Institute brought together individuals of diverse ethnic backgrounds, attitudes, and values, and as a consequence individuals, in terms of their interactions with others, were forced with the necessity of examining their attitudes and behavior. The total encounter served as a type of sensitivity training program, and this aspect was enhanced by including in the program T-group (sensitivity) training sessions.

It would appear that the intensities in some of the encounters or confrontations did bring about attitude changes in individuals. Individuals, for example, or at least so it appeared, tended to move from somewhat idealistic notions and attitudes about race relations and fairly easy solutions to the desegregation problems to much more realistic notions about the depths and difficulties of resolving the problems confronting society. Black-white confrontations, for example, sharpened the awareness of both blacks and whites of the undertones of suspicion and hostility that each has held toward the other. This was quite obvious in the discussions and meetings that were held, and the confrontation did put subsequent discussions on a more realistic plane.

This type of sensitivity training, research would seem to indicate, should carry over in an individual's subsequent interpersonal relations with other of differing ethnic backgrounds. Thus the increased self-awareness should help teachers, counselors, and administrators in their dealing with

Institute Evaluation (continued)

school children of different backgrounds. If this does occur, then the Institute will have been successful at this level. Fuller (and perhaps more concrete) validation for this will come in the series of attitude surveys administered before and after the Institute and which will be administered to the entire group in the spring 1968 conference. These surveys will illustrate (a) attitude changes from the beginning to the end of the Institute and (b) the persistence of attitude changes over an extended time period.

2. Organization: The Institute could be said to have had an "organizational" impact on participants at two levels: first, there was the recognition by participants of the difficulties in organizing a diverse group of this type into a meaningful organization that could determine goals, set priorities, and come to some type of an agreement of the steps to be taken towards implementation of those goals; and, second, there was a recognition, at least within some of the groups (for example, black participants, and the students), of the necessity for organizing as a specific group to accomplish the goals they desired. To a more limited extent teachers also recognized this necessity, but whether or not anything comes of this will be determined by the organizational efforts and activities of this group in forthcoming months. In still another instance, a group, including teachers, counselors, administrators, and others, combined to form a basic group which would serve in organizing groups of educators within the schools who would assist in shaping and implementing programs for desegregation.

Each of these groups, if it is successful in its organizational skills, will bring together individuals of similar views and perspectives (with, it is assumed, similar commitments), and in the forthcoming months they could be important cogs in organizing the community for effective desegregation of schools. The success or failure of these groups cannot be measured immediately;

Institute Evaluation (continued)

rather, they should be assessed in the spring of 1968 when it can be determined whether or not they have been effective in their organizational efforts.

One of the significant and bright spots of the Institute was the organization of the students into a number of groups, each assuming different tasks which will lead to the involvement of greater numbers of students in desegregation programs in the forthcoming months. Here, too, real judgment in terms of effectiveness cannot be made until next spring. However, the group was highly effective in its development of programs and tasks; and if the goals it set for itself are achieved, then the inclusion of students in the Institute may be classified as a significant development.

3. Programs: The programs which were developed during the course of the Institute were of three types: (1) those of individuals; (2) those that specific groups developed; and (3) "Institute programs," i.e., those accepted by the total institute.

As noted previously, the diverse composition of the Institute participants virtually precluded the total institute from accepting a series of programs with which they would all be in agreement. At the most, it might be said that the total institute accepted the necessity for desegregation of schools (though there was disagreement on how and the rapidity with which such programs should be accomplished) and fully supported the district school superintendent in his efforts to desegregate the district's schools.

The real accomplishments of the institute were at the other two levels, individual and group. From the institute, for example, teachers and counselors in particular derived ideas of how to reshape their teaching, curriculum, and/or counseling efforts to be more effective in working with minority children. At both the behavioral level and in terms of the content they teach, teachers attending the institute should have profited immensely from the experience. In

Institute Evaluation (continued)

the assessment of the institute, for example, most teachers checked these two categories in terms of how the institute had helped them and in terms of what they expected to do as teachers this fall. This aspect, it should be noted, can also be measured at the spring 1968 conference, where it will be possible to evaluate changes that have occurred.

In terms of groups, numerous groups were established during the course of the Institute to work on guidance and counseling programs, curriculum, organizing teachers and other groups for action, etc. Moreover, students, as a group, worked at two levels; they established various groups which would serve as organizations during the forthcoming year for school desegregation and they worked out programs which these groups would attempt to implement beginning this fall. Indeed, both student groups and other groups which developed during the course of the institute scheduled meetings for working towards the implementation of their programs during the remainder of the summer. An example of the action emphasis of the total institute can be seen in these instances, for the key of the institute was the question: what can you as individuals or as groups do to bring about effective school desegregation. And some of these groups are already moving towards the implementation of the programs they worked out.

In conclusion, the Institute, while its very composition precluded it from serving as a unified action group, did bring together individuals within it who could, in terms of their own particular interests, work with other similarly committed or oriented individuals toward the establishment of programs which will be implemented during the course of the coming year. The real success of an institute is not in how many recommendations it comes up with for others to implement, but rather in the extent to which it provides a period in which collections of individuals set out programs that they themselves will

Institute Evaluation (continued)

try to implement during the coming months. Hence the real test of an institute's success or failure must come later, after these groups have had a period of time in which they work towards the goals they set. If they are effective and accomplish the goals they set out, then the institute will have achieved its purpose.

Again, though, as suggested in section I, such groups as these do not operate in a vacuum; the programs they attempt to implement may be defeated by others out in society opposed to what the institute participants determined were essential programs. The criteria for judging the success or failure of the institute, as a consequence, must be defined even more precisely: namely, to what extent did the institute assist its participants in learning (1) how to organize, (2) how to shape programs and determine means for implementing them, and (3) how to proceed in carrying them out. Participants may be successful at the first two levels but, because of opposition within the community, fail to achieve their goals. This does not mean, however, that the Institute has been a failure; rather, it simply suggests that participants, and others in the community, must now find other means for gaining support in the community for the goals desired.

This, thereby, must serve only as an interim evaluation: the most critical one must come at the spring conference when a series of questions can be asked to determine the success or failure of the Institute. These include: (1) to what extent did the institute bring about attitudinal changes of a lasting nature in the participants; (2) to what extent did the institute bring about desired behavioral changes; and (3) to what extent did the institute help the group (a) shape programs for desegregation, (b) organize for the promotion of those programs and (c) effectively accomplish the goals desired.

Dr. Donald G. Baker
Institute Evaluator

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PARTICIPANTS' EVALUATION OF THE LEADERSHIP
TRAINING INSTITUTE, 1967

Following is a brief assessment of how participants in the 1967 Leadership Training Institute evaluated its impact upon them. The focus here is their ranking of specific aspects of the Institute (the Institute in general, inquiry groups, task groups, lectures, etc.) and of the Institute's staff.

It should be noted that this is based only on responses to the questions on the first page of the Evaluation Sheet; the questions on the remainder of it could be tabulated for a more thorough evaluation of the Institute.

The tabulation is based on 66 response sheets returned by participating members; the number who responded positively or negatively (usually 66 or a lower figure) is recorded in parentheses in the tabulations. In some instances the participants either did not wish to respond or did not know the individual staff member being evaluated.

Evaluation Scoring Procedures:

Participants were asked to rate designated aspects of the Institute in the series of questions on the Evaluation Sheet. Their ratings were based on the following ranking:

- +1 - Very positive effect (1)
- +2 - Moderately positive effect (2)
- +3 - Slightly positive effect (3)
- 1 - Slightly negative effect (4)
- 2 - Moderately negative effect (5)
- 3 - Very negative effect (6)

In scoring the evaluations, the response is weighted in terms of the figures recorded in parentheses after the designation above (i.e., a +1 is recorded as one point; a -2 as five points, etc.). The score is

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determined by dividing the total score by the number of responses; hence the lower the score the more positive the effect (conversely, the higher the score the less positive the effect). This same scoring is used throughout the evaluation below.

Table 1: Institute Evaluation.

Institute participants were asked to evaluate the impact of the Institute upon them, utilizing the scoring noted above. They were asked to rate the Institute in these following seven areas:

1. Institute generally
2. Inquiry groups
3. Task groups
4. Lectures
5. General sessions
6. Literature that was distributed
7. Staff; with respect to how they helped you

The participant responded to each of these statements utilizing the scoring system above. Below are the rankings; the number in parentheses after the rankings designates the weight that each ranking is assigned.

TABLE 1. INSTITUTE EVALUATION
(By total Response for Each Category & Question)

<u>Question</u>	<u>Rank (and Weight)</u>						<u>Total Resp.</u>	<u>Eval.</u>
	<u>+1(1)</u>	<u>+2(2)</u>	<u>+3(3)</u>	<u>-1(4)</u>	<u>-2(5)</u>	<u>-3(6)</u>		
#1	34	27	2	2	1	0	-107 (66)	1.62
#2	14	26	24	1	1	0	-147 (66)	2.23
#3	31	20	13	2	0	0	-118 (66)	1.79
#4	21	26	12	3	4	0	-141 (66)	2.14
#5	14	20	24	3	5	0	-163 (64)	2.55
#6	24	18	23	1	0	0	-133 (66)	2.01
#7	26	20	4	0	0	1	- 84 (51)	1.65
<u>Total</u>	<u>164</u>	<u>157</u>	<u>102</u>	<u>12</u>	<u>11</u>	<u>1</u>	<u>-893 (445)</u>	<u>2.01</u>

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In terms of Question #1, the Institute generally, respondents ranked it as having a very positive effect on them (rank: 1.62); however, a closer approximation of the real impact of the Institute is noted by combining scores for all seven questions which focused on the Institute. The rank here was 2.01, i.e., the Institute had a moderately positive effect overall.

In terms of rankings (the lower the score, the higher the ranking), participants saw the total Institute as having a very positive effect on them; and, following this in order, Staff (question #7; score: 1.65) and the Task groups (question #3; score: 1.79) also had a very positive effect (the effect of the Staff is spelled out more fully in Table 2 below). Participants reacted most strongly against the General sessions (and here the score was only 2.55, which still suggests that it had a positive impact).

Another way of assessing this is by looking at the number of +1 and +2 responses (i.e., those areas which had a moderately or very positive effect on participants), and it is again evident that the Institute in general (question #1) and the Task groups (question #3) had the most positive effect.

Table 2: Staff Evaluation.

Participants were also asked to rank individual staff members (under question #7; in response to this question about staff in general the participants gave a ranking of 1.65, i.e., a very positive ranking).

The same evaluation scoring procedures designated above were employed. Hence the lower the Evaluation Score, the higher the ranking of the individual staff member.

It should be noted that for some staff members the number of responses (noted in parentheses) is less than 66; this can normally be explained by the fact that not all the staff were as well known to each of the partici-

pants. This was particularly true with respect to the In-Service Fellows, who were not, in effect, "put on display" to as great of an extent as the "national staff". The latter were called on in more instances to give lectures, make comments or observations, etc.; and, as a consequence, there was a greater probability that any participant would be able to designate the effect of the national staff member upon him.

TABLE 2: STAFF EVALUATION

	Rank (and Weight)						Total	
	<u>+1(1)</u>	<u>+2(2)</u>	<u>+3(3)</u>	<u>-1(4)</u>	<u>-2(5)</u>	<u>-3(6)</u>	<u>Resp.</u>	<u>Eval.</u>
<u>National:</u>								
Baker	36	17	8	1	2	2	120(66)	1.82
Dayton	25	16	14	4	2	3	143(64)	2.23
DeBerry	29	11	13	3	2	8	160(66)	2.42
Leibson	20	19	15	4	4	3	157(65)	2.42
Noar	27	16	18	1	2	2	139(66)	2.11
Tabibian	<u>24</u>	<u>20</u>	<u>13</u>	<u>5</u>	<u>1</u>	<u>2</u>	<u>140(65)</u>	<u>2.15</u>
Subtotal	161	99	81	18	13	20	859(392)	2.19
<u>In-Service Fellows:</u>								
Bodine	16	18	18	6	0	2	142(60)	2.37
Coppla	8	22	14	8	0	2	138(54)	2.56
Dyas	23	11	18	6	0	2	135(60)	2.25
Harris	17	17	24	1	2	2	149(63)	2.37
Hilburn	19	22	16	3	0	0	123(60)	2.05
Miles	<u>21</u>	<u>18</u>	<u>15</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>132(61)</u>	<u>2.16</u>
Subtotal	104	108	105	29	4	4	819(358)	2.29
<u>Other:</u>								
Berry	41	10	13	1	0	1	110(66)	1.67
Fielder	<u>37</u>	<u>14</u>	<u>9</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>107(63)</u>	<u>1.70</u>
Total Staff:	343	231	208	49	18	30	1895(879)	2.16

In terms of participants' responses, those staff members who had the most positive effect included Berry, Fielder, and Baker, in that descending order. These are the only ones with rankings below a 2.0. However, each of these played a specified role in the Institute which, in effect, "stacked" rankings somewhat in his favor. For instance, it is typical for an institute's participants to accord the Director (Fielder) high ranking. Berry, by working closely with the student group, tended to receive highly favorable ratings from that group (this is not meant to denigrate his rating; rather, what is meant is that he was highly "visible" to a large segment of participants; and, because he did handle the student group in a superb fashion he was accorded high rating). Baker, who became identified as the "observer" for the Institute, by occupying that position, was less apt to have participants respond in a negative fashion to him despite his sometimes critical remarks. Again, it may be that none of these factors were at work in these three cases; nevertheless, they may have accounted for the higher rankings and must, thereby, at least be acknowledged.

What is significant in terms of the other staff, including "national" and "in-service fellows," is how highly all were ranked. The total Staff was ranked with a score of 2.19, which suggests that it had a moderate positive effect on the participants.

In terms of staff evaluation, a point which was indirectly raised was that of the "negative" effect of DeBerry on the participants in contrast to the "positive" effect of Noar (these two are used as illustrations because of an early confrontation in the Institute where the two appeared to represent extremely contrasting viewpoints). An initial scanning of the evaluation would appear to substantiate this contention, for Noar was given a ranking of 2.11 by participants, DeBerry, 2.42. But there are other factors to be taken into consideration. For Instance, in terms of

"very positive effect" (+1) rankings, 29 participants rated DeBerry a +1 while only 27 gave Noar this ranking. Moreover, when one excludes the negative rankings (5 negative rankings for Noar, 13 for DeBerry) and considers only positive rankings, DeBerry had a much more positive effect on participants than did Noar (53 positive responses with a rank score of 1.69 in contrast to Noar's 61 positive responses with a rank score of 1.85). This is not meant in any way to disparage either of these staff members; rather, it is brought up here because of questions that had been raised about DeBerry's performance.

When one considers the composition of the total Institute group (see the Institute Evaluation, section II) and the somewhat hesitant if not reluctant willingness of Institute participants to push for rapid desegregation, DeBerry's positive effect becomes even more significant. If these assessments are correct, then there is a basis for concluding that DeBerry made the most positive contribution of all the National staff.

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Participant Reaction Reports

Reflection sheets and reactions reports were distributed to Institute participants at various times during the course of the summer session. Return was voluntary and signatures were not required. At the end of one week eleven of these reports were returned to the staff. Analysis of responses indicates 8 participants reported "enjoying" the discussions of that week whereas 3 participants reported "mixed feelings" in this regard.

In addition, 8 participants completed the sentence "I participated in discussion": with the expression "freely". One participant chose "enough to suit me" and 3 chose "a little."

Visitation Day resulted in a larger return of reaction reports; this time, 44. Results were categorized as shown in the following tables:

TABLE I

LIKED BEST

Open Discussion	16
No Response	11
Program Organization	7
Youth Participation	3
Student-Teacher Relations	2
"All of It"	2
"Sister Marian"*	2
Community Participation	<u>1</u>
	N = 44

*Footnote. Sister Marian Penhallow, organized a program presented by the sisters welcoming participants to the College of Notre Dame campus.

TABLE 2

LIKED LEAST

No Response	14
Biased or Off-Point Dialogue	11
Domination of Discussion by Few	7
Lack of Youth Participation	3
"Nothing" or "Everything O.K."	3
Reference to Specific Individuals	3
"Wrong Approach to Problems"	2
	<u>N = 44</u>

It also was possible to classify suggestions made by respondents into the following categories shown in Table 3.

TABLE 3

PARTICIPANT SUGGESTIONS

More Teacher Aid	10
No Response	8
Desegregation Implementation	7
More Parent Aid	7
More Community Involvement	3
Smaller Groups	2
Stay on Subject	2
Keep it Up!	1
Combat Hostility to Schools	1
More Negroes in Attendance*	1
More Black Teachers and Counselors	1
Separate Counseling and Discipline	1
	<u>N = 44</u>

*It could not be determined from this analysis whether the respondent was referring to participants or visitors.

Staff Evaluation

A number of national staff members sent letters appraising the Institute summer proceedings following their return to home base.

They wrote positively about Institute staff contributions and level of ability demonstrated during the proceedings. For example: Clyde DeBerry noted the balance of the staff.

Dr. DeBerry wrote:

The presentation of Dr. Herman Blake and Dr. Floyd Hunter were highly relevant and timely as to issue and program understanding and development, Dr. Blake's curriculum and power analysis especially. Frankly, I feel Gertrude Noar was most helpful in either confusing the issue or bringing them out into the open. This is a rather healthy situation and much needed in an institute setting. Dr. Baker and Dr. Leibson play excellent black-white and sensitizing roles as to what the real issues are. Dr. Tabibian personally is a true political and social realist. After all is said, and much is left to be done in the future, the staff was a lot more balanced than it may have seemed under constant day-to-day work situations..this also includes your staff of 1966 participants.

Edward Leibson wrote:

I enjoyed working with you and the wonderful people in Richmond. It is an experience I will treasure. I believe that there are people in the Richmond Schools willing to deal effectively with the problems of school desegregation. One of the principle ingredients necessary is leadership. I hope that you will be able to provide the needed component.

Still others attended to specific aspects of the Institute program. ...

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Dr. Meyer Cahn's letter is quoted in its entirety:

In this brief statement of the activities of Group II, Sensitivity Training Groups of the 1967 Leadership Training Institute in Problems of School Desegregation, I would like to indicate my sense of satisfaction with what took place, and give a few impressions of this activity.

First, I believe, as did the participants, that the use of sensitivity training in this program was eminently appropriate and successful. The participants lent themselves vigorously and assiduously to the activities, they moved productively from session to session with clear indications of their own growth and learning. Their motivation in terms of the entire leadership institute was clear and unmistakable. Thus, in our sessions, we could draw upon this motivation as the momentum of the conference seemed to increase meaningfully.

I believe many participants learned important things about themselves and their interpersonal style. I believe many of them saw the clear relationship between influencing others in desegregation problems and their own personal qualities. As they related to each other, they began to see more clearly that each of us can learn something about how we speak, listen, act upon, and refer to others in our midst, how those responses affect others, and how, in the long run, they can injure or help implement courses of action which we have planned for others and for ourselves.

It seemed clear that many of these participants came to the training sessions with a high degree of readiness for this training without their having quite realized this. Yet, it seemed like a strange experience to them. In time, they fitted the experience well. As

can be seen, I believe it was a very successful experience. My recommendation would be to increase the allotment of time devoted to this part of the training in future institutes.

The national staff also contributed critical comments. Clyde DeBerry observed:

The indecision among the majority of white participants as to their personal or group commitments to the notion of school desegregation is the direct result of total external community apathy and, more importantly, of the lack of programming to deal with alternatives to the desegregation process by the educator and by that "other" community."

Edward Leibson felt the Institute had too little formal structure and the flow of ideas, too much control; he adds:

You may recall the struggle we had in the formation of groups. The idea of task was never clearly delineated. The groups felt essentially powerless to carry out any recommendation. However, when a meeting of all white participants was called you seemed to try and divert the group back to the small groups where they were floundering. I think the confrontation developed at that stage was healthy. A preliminary screening of the interests of the participants would have given you an adequate framework for the development of task groups. The amount of time determining what the nature and composition of the groups might be was an emphasis upon structure rather than content.

In addition, Dr. Leibson noted:

"While the group had returnees from 1966, it appeared to me that the status of the law and judicial decisions would have given a more adequate background for deliberations.

Dr. Leibson further noted:

"While the students participated in most discussions quite effectively, the institute participants did not get an opportunity to benefit from the student's school experiences. This would have been helpful in designing the program.

The Staff indicated some diversity of opinion about the reality of Richmond school desegregation. Dr. Leibson stated. "I believe that there are people in the Richmond Schools willing to deal effectively with the problems of school desegregation. One of the principle ingredients necessary is leadership. I hope that you will be able to provide the needed component."

Dr. DeBerry is somewhat less hopeful:

The gap between personal commitment and political reality has consequences in more ways than one to a powerless group like the institute participants. As we know they spent a great deal of time questioning their own beliefs and values in relation to the total school desegregation process, rather than dealing specifically with tactics or strategies for dealing with local, state and national road blocks to those problems caused by school desegregation.

As for the institute being used as a defacto segregation change agent, (i.e., head count of desegregation in fall of 1967 or 1968), realistically may be difficult to predict, given the type of leadership program and selection of participants. However, in spite of the institute, or because of it, we will have change, perhaps gradual, but nevertheless change, in one direction or another. If the role of all the participants present was to help implement the desegregation program developed at the Belmont Institute, it can be predicted that it will be one of a supportive nature and not one of actual leadership

toward the process of school desegregation. Supportive roles could have been predicted as alternative programstoward desegregation and integrated as part of the Belmont Institute leadership training program.

The presentation of various groups was again supportive of existing programs elsewhere in the country that have shown over a period of time to perpetuate inferior educational situations for all our children.

Dr. Leibson was additionally critical of the use of the services of the in-service fellows:

Finally, I would like to comment upon the use of the in-service fellows. Somehow it appeared to me that they were relegated to a position of second class citizens. At least four of the interns are very able people. Now I know that this is a over simplification, but rarely during the entire period did I see staff decisions made which involved the in-service fellows. It appeared as if they would sense a problem, report it to you and you would make some decision about handling the difficulty. If indeed they are to be leaders in the district, they should manage some responsible tasks.

REACTION EXCERPTS FROM THE BELMONT BARB

Another source of evaluative evidence was the statements submitted by staff and participants to the "Belmont Barb" which was distributed to all daily during the live-in phase. The following comments were written by participants during the first week at Belmont:

Maybe we haven't achieved our goals as yet, but I think the most profitable experience is being able to relate to each other on an equal basis concerning human relations.

Mike de la Garza -- Richmond High

Implementation is the important factor to be dealt with here. In dealing with implementation one must realize the effectiveness of youth participation which will ultimately produce long-range achievement.

Gary Griffieth -- El Cerrito High

The Institute is generally a well-meaning task oriented group, but internal conflicts and a lack of commitment on some people's part threaten the implementation of the good proposals which are being made. As a motivated, committed group we can go far, but this takes personal confrontation and conviction on the part of every member. When this comes about the group can work as an organized force directed towards desegregation and then integration in the Richmond Unified School District.

Richard Antaki -- De Anza High

In order to accomplish the tasks that lie ahead, positive attitudes and commitments must come first.

Savannah Bello

From what I see, nothing will be accomplished as long as there is a talk session. To me there isn't a great deal of men and women of action.

Milton Hill

I feel that the Institute has not yet come to grips with the real issues of desegregation. We are still playing games. Still feeling each other out.

Bill Munson

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Visitation Day elicited the following reactions:

Today is the sort of day that makes me proud to be a Board Member. Representatives of the community are meeting in a situation which forces us to consider society's most difficult problems. Nothing but good can come of this. I was sorry that I could attend only two preview sessions. Both were exciting and provocative. I was particularly impressed with the student participation as I am thoroughly convinced that our salvation lies with the young people. I was impressed with the creative thought going into the proposal for Verde School. Successful implementation of this plan may be difficult, but it is certainly a meritorious proposal and I am anxious to study the details when they are available. The proposal for M.I.S.T. also merits real consideration. Though I have not studied its details, I think our District needs something of this nature and such a plan should not be difficult to implement. A problem not discussed today is the practical difficulties of putting into practice some of the innovations of this conference. I believe we have a Superintendent and a Board that values quality education of all children. You are discussing in detail what needs to be done. I hope to discuss with some of you practical ways of achieving our goals. I hope to spend next Wednesday with you for this purpose.

Dr. M. R. Barusch

Briefer comments were listed in a section entitled "Visitors Sound Off":

--ON VERDE SCHOOL BECOMING A DEMONSTRATION SCHOOL

"That's a great idea!"

"What would you do with all the extra Verde students?"

"How many would be involved?"

"How would you select the students?"

"Would you have a cross-section of students?"

--ON PROPOSALS OF HUMAN RELATIONS CLUBS, ASSEMBLIES, AND STUDENTS FOR COMMUNITY ACTION

"What kind of support will you get from the school?"

"Are you preparing yourself for the opposition to come?"

"How do you keep leaders of your groups from being accused of betrayal when they have to compromise?"

--ON IMPLEMENTATION GROUP PRESENTATION

"If you can't get businessmen to give up time for the Institute, ask their wives to come."

"I make a hobby of studying community movements."

"If you're going to make a presentation to a PTA, for heaven's sake don't have a teacher do it. Get a local parent to do it."

"If you want to get information home to parents about what's going on in school, use the kids. Have students cover board meetings."

"Newspapers, even small neighborhood papers, are a poor medium for communication because you can't control what they'll do to your copy... Start your own newspaper."

--ON GUIDANCE COUNSELING AND DISCIPLINE

"We need a team approach to education. Youth needs to be a part of this teaching-learning team as do parents."

"Guidance begins in the classroom. The counselor is a resource person."

"Youth learns from his peer group, his parents and the inspired teacher."

"Prevention first, band-aids second. A campaign begins in the elementary grades. A pilot project to try new ideas and procedures is in order."

--ON TEACHING

"Can parents be included in M.I.S.T.?"

"Will my child get quality education if the teacher has release time?"

"Why does in-service have to be mandatory?"

"Why not take a poll?"

"How much does it cost?"

--ON CURRICULUM

"I was struck by a total lack of communication and exchange during the discussion.... I found no meaningful dialogue."

"I was very proud of the student workers--were they hand-picked?"

"I rather feel you people are not practical"

"We of the city of Richmond must get together more often to discuss these problems."

"The students really know their material and are approaching the questions intelligently. I rather think that they had more of value to say than the adults."

--ON OTHER SCHOOL ACTIVITIES

"I don't think tutoring helps at all--it isn't helpful to have someone doing something for you. I can do it for myself."

"How is the administration going to fit into this?"

"America is a melting pot so an Afro-American Association is not acceptable."

"America is called a melting pot, but ain't been no melting pot for four hundred years."

More visitor reactions are reported by participants:

In an interview, Mr. Roy Iwamoto of Berkeley expressed his misgivings about mandatory in-service education for all teachers. He recommended that the first area for change is in teacher preparation in the colleges and universities. He said that if teachers

are performing poorly, that it is the responsibility of principals or administrators to see that these teachers change. In-service training for all teachers is inefficient and will produce resentment among teachers who are doing a good job. Mr. Iwamoto said that good teachers are not being recognized for their work, and that In-service training is penalizing them additionally.

Franz Snyder

Gary Knapp from the Tara Hills area expressed in an interview his impression that many people in the community feel that they were excluded from the Institute. It was not adequately publicized. This feeling is not helpful to improvement in the community attitude. Mr. Knapp, however, was glad to be here and he was able to contribute his ideas. To him the main problem for Richmond is to provide quality education, that is, to educate each person so that he is fit to survive in society. Motivation is the key.

Thelma Carder

Giselle Hart of the 1966 Institute had mixed reactions to her visit to the 1967 affair. This Sunday visiting day was more practical than last year when more "socialites" came. She got the impression from this year's participants that the cohesiveness of Squaw Valley was not present, but nevertheless she felt as welcome as last year due to the congenial reception.

Regarding group meetings, Mrs. Hart had some specific comments. The implementation meeting was not fruitful in the morning because the participants were all Caucasian except when two Negro members came in briefly. The discussion was not directed to the problem. The discussion after lunch by staff members was enjoyable and walking around the beautiful grounds of the college was most inspiring, Mrs. Hart felt. Attending the meeting on integration and desegregation in the afternoon, Mrs. Hart was interested in the many good ideas presented. The discussion was fruitful because of the variety of participants and visitors. The visitors presented information which had been unknown to group members. Although the students could have presented a more convincing case with more examples, their idea of a dance with two bands provoked a lively interchange of views. Mrs. Hart concluded the interview by expressing the idea that direction of our work should come from the community people. She thinks there is great value in having a heterogeneous, integrated group.

Thelma Carder

The black-white confrontation moved a white participant to comment:

The message finally got to me, thanks to some necessary additional dinning by Ida Dunson. The whiteman's burden (read Bag) is in his own neighborhood, church, club, council, board, backyard,

bailiwick. It took me so long to learn. That's what Clyde DeBerry said he meant by hunky: dumb, slow-witted whiteman. Missionary, emissary of middle class virtue, you've been away from home too long. I've got a job to do with white kids (two of them my own in a lily-white school), white friends, white neighbors, white fellow-teachers. Think white, man.

Franz Snyder

Parents gave these remarks to the editor (of the Belmont Barb) on the participation of their children in the Institute:

Mr. and Mrs. Guthartz: "Dave told Lanny Berry that he could understand many of the things discussed here on an intellectual level before, but now he has an emotional understanding. We are very very pleased about this. Dave also understands that the workshops are only a starting point and that teachers and students are responsible for translating their deliberations into action."

Mr. Jesse Mitchell: "I think the Institute is wonderful and educational. It is preparing Richard to work with the problem. Parents can learn from the kids what they have learned. The thing Richard told me about first was, you might say, a light explosion in the dorm when some kids broke down and cried."

Mrs. De Beal: "Karen seems to be solidier in her convictions and determination."

Mrs. Smith: "I didn't expect Linda would be changed by the Institute. She was taught at home to accept people as people. She told me that everyone has been very nice. She said, 'The food is good, Mama!'

The final days of the Institute were thusly evaluated:

The Institute has provided the opportunity for school-community dialogue which explored the feelings, hopes, and aspirations of the concerned citizenry of the RUSD. As a result of this dialogue and confrontation there is some evidence of the formulation of a power-base from which can come implementation of some of the recommendations of this body. Also, there is now an apparent awareness of the problems which we have and the need to really hear the Black Community and include them in all planning of strategies which directly affect their community. The Youth are also being heard. I'm an optimist! Godspeed.

Vivian Hilburn

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I felt that I had been in a little box. Mona Dayton said most teachers are working in these little boxes. I thought I was doing a good job in my little box, but since I've been at the Institute, I feel able to get out of that little box to spread around what I've been doing.

Alice Richie

The net result of our involvement in the '67 Institute will be measured by the residue after returning to the normal pattern of family and friends. All of us have been exposed to an intensity of involvement beyond our usual experiences. Some degree of our commitment to action is probably the result of evangelical fervor. One week, one month, from today a self-confrontation will occur, and from it will emerge our true commitment. Recognize that enthusiasm will dull, that the tasks will seem harder. Substitute determination to be an active participant in the most challenging problem of our nation. For sure, you will never be the same person.

St. John Smith

The world will very little note nor long remember what we say here; what we do is all that will really count for ourselves, the other members of the Institute, and the children and communities of Richmond. Last year's Institute participants and members of the Santa Rosa Conference have good reason to feel disappointed in the tangible results of their efforts. What will be the story this year? Will seriously needed programs and reforms continue to be delayed? What will happen to our ideas and recommendations? The answer is up to us, individually and collectively. The effectiveness of the '67 Institute is up to us. We hear you Marie!

Thelma Carder

XIII. APPENDIX

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APPENDIX SECTION A

Letter to all Certificated Staff

UNIVERSITY OF CALIFORNIA EXTENSION

Berkeley, California

TO: CERTIFICATED PERSONNEL AND CERTAIN SCHOOL-RELATED COMMUNITY PERSONS

FROM: Dr. Marie Fielder, Director, Civil Rights Act Training Institute, University of California

Dr. Denzil Widel, Superintendent, Richmond Unified School District

SUBJECT: (1) LEADERSHIP TRAINING INSTITUTE IN PROBLEMS OF SCHOOL DESEGREGATION: For Selected Persons in the Richmond Unified School District
(June 23 - July 14, 1967, inclusive, except June 25, July 2 and July 4)

(2) FORMAL APPLICATION

The University of California Extension (Bay Area Urban Extension and Education Extension) under the provisions of Title IV, Section 404, Public Law 88-352, Civil Rights Act of 1964, plans to conduct a second LEADERSHIP TRAINING INSTITUTE IN PROBLEMS OF SCHOOL DESEGREGATION to be held with the cooperation of the Richmond Unified School District.

GOALS

The target will be the development of the skill, understanding and sensitivity necessary to meet the needs and problems of a school district in the process of desegregation. Participants will be trained as a leadership group. They will reassess and expand the work undertaken by the '66 Institute. It is expected that Institute influence will be felt in individual schools as well as district-wide. As an action institute, participants will be concerned with the content and operation of the following:

- school-community programs
- school-community interactions
- in-service education seminars
- human relations committees
- demonstration teaching
- student activities
- leadership roles

Procedure will include the use of resource persons in the areas of school desegregation, sensitivity training sessions, lectures, impact discussions, audio-visual experiences, group interaction and field studies.

SELECTION PROCEDURE

Selection will be made on the basis of personal interest in leadership responsibilities: volunteers; those with professional and academic experience in the area of cultural diversity or disadvantage; and for teachers who have demonstrated teaching competence. All participants will be selected without regard to race, color, religion or national origin. The final selection of participants will be made by the University of California Extension, Civil Rights Act Training Institute staff in cooperation with the Richmond Unified School District representatives.

STIPEND

For adult participants, stipends will be paid at the rate of \$15 per daily attendance. Total stipend payment will be received after the completion of the Institute. Three (3) units of University credit or three (3) salary increment units will be offered. There are no registration fees.

CALENDAR

As a briefing phase, there will be four Lead-Up Sessions; 7:30-9:30 p.m. at Helms Junior High School, San Pablo, California, on the following dates:

May 11 and 12

June 1 and 2

This is the orientation period when the participants from the '66 Institute will brief those of the '67 Institute in terms of successes, failures and unfinished businesses.

The training phase of the Institute will commence at 9:00 a.m. on June 23, 24, and 26 and will end at 4:00 each afternoon. The Sensitivity Training Sessions (three days) will open this phase.

After the holiday, July 4, the Institute will reconvene at noon, Wednesday, July 5, at Notre Dame School, Belmont, California, and remain in residence until Friday, July 14. The resident weekend will be used to invite strategic persons who influence policy and operations to join the participants in study and planning.

All local meetings will be held at Walter Helms Junior High School, San Pablo, California.

As part of the action program, there will be three follow-up days during the Fall and Spring semesters of the 1967-68 school year.

'67 INSTITUTE APPLICATION FORM

LEADERSHIP TRAINING INSTITUTE IN PROBLEMS OF SCHOOL DESEGREGATION:
For Selected Persons in the Richmond Unified School District

(All participants will be selected without regard to race, color,
religion, or national origin.)

Mr. _____
Mrs. _____
Miss _____
Last First School (or home
address if not a teacher)

Position or grade level (if teacher, list subjects)

Years of teaching experience: _____ Years of school experience
in Richmond: _____ Years of residency in the Richmond Community ____

Circle your Age Group:

19 or under 20-29 30-39 40-49 50-59 60 and over

1. What (a) professional or (b) non-professional experiences have
you had in working with minority groups? Explain briefly (a)
and (b):

Institute Application Form

2. What leadership activities, volunteer assignments, workshops, courses, community organizations, in-service programs, conferences (not in Richmond), your activities, have you had which may relate to this Institute?

3. What are some of the problems you see as top priority for school desegregation in Richmond?

4. How do you see yourself as being most useful in helping the Richmond Unified School District work on its problems of quality education and desegregation?
(continue on reverse side if necessary)

LODGING AND TRANSPORTATION

For the resident period at Notre Dame School, Belmont, California, the University of California Extension has arranged for food and lodging at approximately \$11 per day for each participant. Space limitations prevent family members from accompanying you. Transportation will not be provided for participants, although the sharing of rides can be arranged with those who will be driving their own cars.

It is hoped that your Summer schedule will allow you to take advantage of the Leadership Training Institute. The goal of the Institute is to expand the educational roles of school personnel in an Integrated Society. The University of California Extension and the Richmond Unified School District need your direction and inspiration for the education and welfare of all children. If you are interested in being considered for the Leadership Training Institute, please fill out the enclosed formal application and insert this application into the self-addressed envelope. Applications will be considered in the order received.

INFORMATION

I. Associate Staff- Including In-Service Education Fellows:

Bethel A. Bodine
Helen Coppla
Ann Dyas
Ralph Harris
Vivian E. Hilburn
Herbert Miles
Marie Fielder
Director/Consultant

II. Nathaniel Pugh, Jr. Coordinator
Civil Rights Act Training Institute
University of California Extension
Bay Area Urban Extension Programs
2550 Telegraph Avenue, Room 201
Berkeley, California 94704
Telephone: 845-6000 Ext. 2222

POSITION

(eg., teacher, principal, or counselor)

SCHOOL

APPROXIMATE MINORITY
COMPOSITION OF SCHOOL

IF TEACHER, GRADE AND
SUBJECT TAUGHT

SEX

RACE

QUESTIONNAIRE

Please check those Institutes in which you have participated.

Summer 1965 _____
 Fall 1965 _____
 Spring 1966 _____
 Sonoma 1967 _____

The following questions ask you to evaluate the Civil Rights Act Training Institute on a number of dimensions. For each set of adjectives below, circle the response which seems to you to most closely describe your feeling about the Institute.

- | | | | | |
|------------------------------|----------------------------|--------------------------|---------------------------|----------------------------|
| 1. Very
beneficial | Moderately
beneficial | Somewhat
beneficial | Not very
beneficial | Not at all
beneficial |
| 2. Very
challenging | Moderately
challenging | Somewhat
challenging | Not very
challenging | Not at all
challenging |
| 3. Very
discouraging | Moderately
discouraging | Somewhat
discouraging | Not very
discouraging | Not at all
discouraging |
| 4. Not at all
informative | Not very
informative | Somewhat
informative | Moderately
informative | Very
informative |
| 5. Not at all
enjoyable | Not very
enjoyable | Somewhat
enjoyable | Moderately
enjoyable | Very
enjoyable |
| 6. Very
worthwhile | Moderately
worthwhile | Somewhat
worthwhile | Not very
worthwhile | Not at all
worthwhile |

Please read the following list of statements, and using the numbered categories below, indicate the extent to which each statement is true of you, or of your feelings.

- | | |
|----------------|------------------|
| 1. completely | 4. not very much |
| 2. quite a bit | 5. not at all |
| 3. somewhat | |

- _____ 1. Participation in the Institute has changed my attitudes toward minority group members.
- _____ 2. Participation in the Institute has changed my perceptions of the problems which must be met in bringing about integration-in-depth.
- _____ 3. I feel more committed to the problem of integration-in-depth in my school than I did prior to participating in the Institute.
- _____ 4. The Institute has given me new insights into my own feelings and behavior especially with regard to minority group members.
- _____ 5. The Institute has been a waste of time, as far as I am concerned.
- _____ 6. I think others in my school should be encouraged to participate in similar Institutes in the future.
- _____ 7. Participation in the Institute has enabled me to work much better with others in my school in an effort to bring about integration-in-depth.

- ____ 8. I feel that since participating in the Institute I have been better able to understand the feelings of others in different positions than my own.
- ____ 9. Participation in the Institute has been discouraging for me.
- ____ 10. While my attitudes have remained the same, the Institute has encouraged me to be more active in attempting to bring about integration-in-depth.
- ____ 11. I don't think that the Institute has accomplished much.

Using the 5-point scale given below, please rate the following items about the Institute in terms of their importance to you as a participant. If you feel that a statement does not apply to you at all, place a zero in front of that statement.

- | | |
|-----------------------|-------------------------|
| 1. very important | 4. not very important |
| 2. important | 5. not at all important |
| 3. somewhat important | 0. does not apply to me |

- ____ 1. Factual information gained from speakers.
- ____ 2. Factual information gained from panelists.
- ____ 3. Personal insights gained from group discussions.
- ____ 4. Factual information gained from resource materials.
- ____ 5. Encouragement gained from talking to others about mutual problems and solutions.
- ____ 6. Better understanding of others gained from talking to people in positions different from my own.
- ____ 7. New ideas gained from talking with and/or listening to what others have done in their schools.
- ____ 8. Personal insights gained from participation in a T-group.
- ____ 9. Chance to meet informally with others who feel as I do, and who have experienced some of my problems.

If there are other aspects of the Institute which are not mentioned here, but which you feel have had an important effect on your thinking and/or actions, please list them below.

We would appreciate any comments or suggestions you may have regarding any aspects of the past or of proposed future Institutes.

APPENDIX SECTION B
Pre-Institute Questionnaire

University of California Extension

"Leadership Training Institute In Problems
of Desegregation"

Name _____

School _____

Position _____

Major or Present Teaching Area

PRE-INSTITUTE QUESTIONNAIRE

Dear Institute Participant:

The time allotted to the coming institute is short. It is therefore necessary that some prior preparation take place. In the following you will find a series of questions which should be answered prior to the briefing meeting on community information and the completed document returned by June 23, or 24, 1967, the first two full days of the Institute; 9:00 a.m. - 4:00 p.m.

This instrument has several purposes. First, it seeks to have each participant take a thorough look at certain factors which are related to the status of intergroup and interpersonal relations behavior in his school. Second, it seeks to have the participants consider possible academic problems which may be faced by disadvantaged students in their institutions. Third, it seeks to encourage the respondent to become cognizant of several factors relating to his school and community. Finally, it seeks to elicit a number of areas of concern that may be felt by the participants which would be given attention during the institute experience.

It is permissible to cooperate with other institute participants in your school in filling out your questionnaire.

PART ONE

1. What are the estimated percentages of students in your school from the following ethnic groups?

_____ Other white

_____ Spanish Surname

_____ Others (Indians, etc.)

_____ Negro

_____ Orientals

2. What are the ethnic origins of the following major student-body officers in your school? (If you have such)

President _____

Assistant Secretary _____

Vice President _____

Treasurer _____

Secretary _____

3. What is the ethnic composition (in estimated percentages) of the following major or varsity teams in your school if such exist?

_____ Other white	_____ Spanish Surname	_____ Others
_____ Negro	_____ Oriental	(Indians, etc.)

4. Consider the total enrollment of all school clubs and organized groups except those associated with sports. What are the estimated percentages of these groups which come from each of the following ethnic groups?

_____ Other white	_____ Spanish Surname	_____ Others
_____ Negro	_____ Oriental	(Indians, etc.)

5. What are the estimated percentages of the ethnic origins of the total slate of candidates for student body offices in your school's most recent election?

_____ Other white	_____ Spanish Surname	_____ Others
_____ Negro	_____ Oriental	(Indians, etc.)

6. How many interracial fights have been reported to the deans in your school so far during the semester? List the number involving boys and girls separately.

_____ Boys	_____ Girls
------------	-------------

7. Which ethnic groups were most frequently involved in these conflicts? Rank in order of frequency (e.g. Negro-Oriental)?

(1) _____	(3) _____
(2) _____	(4) _____

8. Observe briefly any three (3) slow and three (3) advanced classes in your school. To what extent do students from the same racial groups seem to be seated together? Discuss briefly.

9. (a) Observe the student cafeteria, eating area, or multi-purpose room for one period. To what extent would you say that there is interracial reaction on an informal basis?

9. (b) What cliques or certain gangs or groups do you notice together? Observe behavior and tell where they frequently meet.

(Use reverse side for answer). 211

10. Does your school have a human relations or intergroup relations club?
 Yes _____ No _____ If your answer is yes, what is its ethnic composition
 (in estimated percentages)?

_____ Other white	_____ Spanish Surname	_____ Others
_____ Negro	_____ Oriental	_____ (Indians, etc.)

11. How many students from the following ethnic groups have been suspended during the year at this point? If a student is suspended two or more times, count each as a suspension.

	Males	Females
Other white	_____	_____
Negro	_____	_____
Spanish Surname	_____	_____
Oriental	_____	_____
Others (Indians, etc.)	_____	_____

12. What are the three (3) most common discipline problems produced by each of the following groups?

	Males	Females
Other white	(1) _____	_____
	(2) _____	_____
	(3) _____	_____
Negro	(1) _____	_____
	(2) _____	_____
	(3) _____	_____
Spanish Surname	(1) _____	_____
	(2) _____	_____
	(3) _____	_____
Oriental	(1) _____	_____
	(2) _____	_____
	(3) _____	_____

12. (Continued discipline problems)

Others (Indians, etc.)

Males

Females

(1) _____

(2) _____

(3) _____

13. What is the ethnic composition (in estimated percentages of the membership of your school's PTA?

_____ Other white

_____ Spanish Surname

_____ Others (Indians, etc.)

_____ Negro

_____ Oriental

14. Indicate the ethnic origin of each of the following PTA officers:

President _____

Assistant Secretary _____

Vice-president _____

Treasurer _____

Secretary _____

Program Chairman _____

PART TWO

1. Secondary: How many low ability track (C or Z sections for example) classes do you have in the following subject areas in your school?

_____ English

_____ Social Studies

_____ Math

Elementary: How many low ability classes do you have in your school?

_____ What is the total number of classes? _____

2. What is the ethnic breakdown (in estimated percentages) of these low ability classes by subject?

	English		SECONDARY Soc. Stud.		Math		ELEMENTARY	
	Males	Females	Males	Females	Males	Females	Males	Females
Other white	_____	_____	_____	_____	_____	_____	_____	_____
Negro	_____	_____	_____	_____	_____	_____	_____	_____
Spanish sn.	_____	_____	_____	_____	_____	_____	_____	_____
Oriental	_____	_____	_____	_____	_____	_____	_____	_____
Others	_____	_____	_____	_____	_____	_____	_____	_____

3. What criteria is used for grouping in your school?

4. How accurately does this system appear to identify and classify students on the basis of their ability and performance?

5. What seem to be the three (3) major academic problems of the following groups as seen by the teachers in your school?

	Males	Females
Other white	(1) _____	_____
	(2) _____	_____
	(3) _____	_____
Negro	(1) _____	_____
	(2) _____	_____
	(3) _____	_____
Spanish surname	(1) _____	_____
	(2) _____	_____
	(3) _____	_____
Oriental	(1) _____	_____
	(2) _____	_____
	(3) _____	_____
Others	(1) _____	_____
	(2) _____	_____
	(3) _____	_____

PART THREE

1. What is the ethnic composition (in estimated percentages) of your school's staff according to the following work classifications?

	Administrative	Instructional	Guidance	Classified
Other white	_____	_____	_____	_____
Negro	_____	_____	_____	_____
Spanish sn.	_____	_____	_____	_____
Oriental	_____	_____	_____	_____
Others	_____	_____	_____	_____

2. Discuss briefly the grading policy in your school. Does it operate in any way to impose a hardship on the low ability or disadvantaged student? (Use reverse side).

3. List in the order of their severity the tensions which you see in your school's community. Give your reasons for the existence of each. Describe how each influences the school's educational effort. (Use reverse side.)

PART FOUR

1. What are your four (4) major concerns about the educational program of your school as they relate to either (a) interpersonal or intergroup relations among students, (b) curriculum, (c) instruction and learning, and (d) school-community relations. (Use reverse side.)

2. What were your main reasons for accepting the invitation to participate in this institute?

3. What previous courses or workshop experiences have you had which dealt with intergroup relations or disadvantaged students?

APPENDIX SECTION C

Letter of Acceptance from Superintendent Widel

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RICHMOND UNIFIED SCHOOL DISTRICT

1108 BISSELL AVENUE
RICHMOND, CALIFORNIA 94802
TELEPHONE 234-3825

DENZIL E. WIDEL
PERINTENDENT OF SCHOOLS

Dear Applicant:

I noted that you have applied for the "Leadership Training Institute in Problems of School Desegregation" and am pleased to know of your professional interest in one of our major problems. You, along with a number of others of our colleagues, recognize that equality of educational opportunity is foundational to quality education in a democracy. The children and youth of Richmond need your help in aiding the Richmond Unified School District to do its best in providing superior education for all children.

Thank you for applying for the Institute. It encourages your Central Office Staff to know that so many in our professional family join with us in confronting one of our most provoking and provocative problems: school desegregation. I have been alerted that the necessity of limiting the number of participants will prevent some applicants from participating. Regardless of admission to the Institute, it is important to me to know of your concern and I am looking forward to working on our "problems of school desegregation" with you next school year.

Best wishes to you for a productive Institute and a restful vacation.

Sincerely,

Denzil E. Widel
Denzil E. Widel
Superintendent of Schools

APPENDIX SECTION D

Letter of Invitation to Visitors of the Institute

UNIVERSITY OF CALIFORNIA EXTENSION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

BAY AREA URBAN EXTENSION PROGRAM

BERKELEY, CALIFORNIA 94720

June 29, 1967

University of California Extension
LEADERSHIP TRAINING INSTITUTE IN PROBLEMS OF SCHOOL DESEGREGATION
For Selected Persons in the Richmond Unified School District

Dear Concerned Citizen:

The "Leadership Training Institute in the Problems of School Desegregation," sponsored by University of California Extension and the Richmond Unified School District, has planned a "Visitation Day" on Sunday, July 9, 1967, to be held at the College of Notre Dame, Belmont, California. Because of your interests and thoughts regarding the quality of public education in your community, we invite you to work with us on that day to help in the Institute's planning for the coming school year.

The Institute has as its membership a youth group, an adult community group, a school personnel group and a selected group of college personnel. The members of the institute will have worked together as a team at the College of Notre Dame since July 5.

The "Visitation Day" will start with a coffee hour and registration from 9:00 a.m. to 10:00 a.m.; the final session will be followed by a tea at 4:30 p.m., to be held at Ralston Mansion on the college grounds.

Cafeteria facilities will be available on the campus. There will be a nominal charge for lunch and/or dinner.

Space is limited; so we would appreciate receiving your reply at your convenience. Call 845-6000, Ext. 2222 (University of California Extension) for reservations. We hope to have the opportunity to work with you at the College of Notre Dame, Belmont, on Sunday, July 9. Enclosed is a map showing the direction to Belmont.

Cordially,

Marie Fielder

Marie Fielder, Director
Civil Rights Act Training Institute
University of California Extension
Berkeley, California

MF/fec
Enclosure

APPENDIX SECTION E

Background to and Recommendations from the
Richmond Schools De-Facto Segregation Advisory
Committee Report

RICHMOND UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California

BACKGROUND TO AND RECOMMENDATIONS FROM

THE RICHMOND SCHOOLS DE FACTO SEGREGATION ADVISORY COMMITTEE REPORT

On September 1, 1965, the Board of Education of the Richmond Unified School District passed a resolution recognizing that de facto segregation exists in the Richmond Unified School District. The resolution said that such segregation is one of the major problems facing urban school districts, that there is a need to achieve racial balance in the schools and an improved understanding of the related problems throughout the community, and that the board wished to take all reasonable steps possible to help solve those problems in the Richmond Unified School District.

On September 22, 1965, the board appointed a committee to study steps to end de facto segregation in the district, and to forward resulting recommendations to the Board of Education. The committee was appointed as representative of all areas of the community, was balanced racially and with regard to numbers of male and female members.

On November 20, 1965, the following official charge was presented by the committee to the Board of Education for official approval, and the Board of Education approved the charge by unanimous vote:

The Citizens' Advisory Committee on De Facto Segregation was appointed by the Board of Education of the Richmond Unified School District because of its firm belief that the existence of racial imbalance in the District's schools is both contrary to the intent of the established law and detrimental to the educational development of all the children of the District. The Board had directed the Advisory Committee to examine de facto segregation in all of the district's schools, to hear points of view of interested parties by conducting public hearings throughout the school district, and to recommend methods to the board for accomplishing racial integration in the district's schools.

The Committee will, in pursuit of its task, proceed to:

1. Become informed on the subject of de facto segregation in schools through discussions with the school administration and through reference to pertinent studies, expert opinions, actions of other school districts, and other available sources.
2. Examine the de facto segregation circumstance as it exists in and relates to the Richmond Unified School District.
3. Hold hearings in all parts of the school district inviting all interested citizens and organizations to express their views and proposals on questions relevant to improving racial balance in the schools.

4. Search out practical alternatives, consistent with the educational objectives of the district, for accomplishing the elimination of de facto segregation in our schools.
5. Formulate an array of ordered, alternative plans for accomplishing elimination of de facto segregation to submit to the Superintendent of Schools for transmittal to the Board of Education.

The initial function of the Committee will, because of completion of new secondary schools, relate to the secondary schools of the district, and will be completed by March 31, 1966. Upon completion of this objective, the committee will address itself to the existing problems of de facto segregation and its elimination at the elementary level of education.

The Committee's charge will be fulfilled upon submission of a final report covering its actions and recommendations.

In the spring of 1966, the committee presented an interim report regarding secondary schools to the board. Many of the recommendations have been implemented. Additionally, the committee held a series of public hearings to gather opinions and testimony. These hearing were held throughout the district, giving each geographical area of the district a chance to be heard at the hearings.

From time to time during its 15 months of work, the committee has made progress reports to the board. By mutual consent of the board and the committee, these progress reports were terminated when the work of actually writing the report began. With the addition of the three months it has taken to write and produce the report, the committee has been working for 18 months.

The committee says the report, taken as a whole, is the committee's attempt "to constructively focus the attention of the Board of Education, the district's employees, and all of the community on these major problems."

The report notes that the board is "both legally and morally required to take affirmative steps to alleviate these problems....there is no logical or legal justification to delay....the initiative of the board in having this study made suggests the intent not to delay."

The report also notes that whenever it refers to "minority group," it refers only to the Negro population. However, the report adds, the committee recommendations would benefit any student in the school system.

The introduction to the report mentions five major problems which the committee had to face:

1. "There is a substantial reluctance to admit that educational problems actually exist in our schools." This problem includes administrators, teachers, and parents.
2. "Severe examples of de facto segregation do exist in the schools in our district."

3. "The performance level of students at many of our schools, including those with few or no Negro students, indicates that we do not have quality education throughout the district."
4. "In terms of quality education, we do have a few 'good' schools; we have many more 'fair' schools and we have too many 'poor' schools." This statement adds that all schools having a large percentage of Negro students are 'poor' but that not all schools with few or no Negro students fall into the 'good' category.
5. "The students attending the de facto segregated schools are receiving an inferior education by any comparison."

The committee report defines "quality education" as: "...that education which enables each child to achieve his fullest potential as an educated human being. The basic educational goal of schools functioning in a democracy must be to give every child an equal opportunity to achieve his fullest potential as an educated human being."

Committee members who served at the time the report was formulated and written were:

Lawrence Coleman, El Cerrito, oil company employee, chairman
 Gilbert Cartwright, Richmond, accountant, vice-chairman
 Napoleon Britt, Richmond, employee Bay Area Rapid Transit
 Donald V. Collin, Pinole, Farm Bureau executive
 Mrs. Ruth Duncan, Richmond housewife
 Rev. Thomas Grimm, minister, El Cerrito
 George Harding, Pinole, utility company employee
 Albert Hirshfield, Kensington, Richmond Redevelopment Agency
 Harold Holt, Pinole, teacher
 Mrs. Flo Jones, Richmond, payroll supervisor, Naval Supply Center
 Mrs. Jean Knox, Richmond, housewife
 Mrs. Barbara Langlois, El Cerrito, housewife
 Mrs. Connie McGee, Richmond, housewife
 Mrs. Margie McGee, San Pablo, housewife
 Rev. James Smith, Richmond, minister
 Dr. Harry Solberg, Kensington, insurance executive
 Mrs. Dorothy Stillwell, El Sobrante, housewife
 Burton Wolfman, Kensington, university employee
 Harry Reynolds, staff consultant, Richmond school administrator

BASIC RECOMMENDATIONS

The committee has three basic recommendations. Each is backed with voluminous material, found in the full report.

1. The district shall abandon its present 6-3-3 (six years of elementary, three years of junior high, three years of high school) education plan and adopt a 4-4-4 plan.
 - a. The new plan would involve establishing elementary schools to handle grades kindergarten through four, in locations reasonably close to the homes of the students. The purpose of these elemen-

tary schools shall be to raise the level of basic skills for every student, regardless of cultural background, and no student shall leave the fourth grade unless he can pass comprehensive examinations in basic skills. Because of space problems, the report suggests that at present, only the sixth grades be transferred out of elementary schools into junior highs as a transitional move.

- b. The intermediate schools ultimately would handle grades five through eight. Because of lack of classroom space presently, the committee recommends that a five-year development program for this phase of the report be instituted immediately. The committee also recommends that the district shall make arrangements with public transit companies to make public transportation available for all sixth through twelfth grade students now, and later, all fifth through twelfth grade students. The report says transportation arrangements are a district responsibility and should not be left to parents.
- c. High schools shall become four-year institutions.

2. Grades five through nine shall be organized in time block fashion, with each student being taught by at least four teachers, each of whom would be a specialist in a particular area of the curriculum.

3. Each of the district's high schools shall be a "comprehensive plus" high school. This would mean that each high school shall have a specialty, such as science, fine arts, humanities. Those students wishing to specialize in science, would apply for admission to the high school which specializes in science, but other students also would attend this school, as it would serve a definite area of the community as well as specialized students.

ADDITIONAL RECOMMENDATIONS

The additional committee recommendations and recommended policy statements are reprinted verbatim below, without any of the supporting evidence which may be found in the complete report:

- 1. Integrated education in integrated schools is a necessary learning experience in order to insure that our children develop the understanding and the behavior that is essential for the world in which they live.
- 2. The school has the responsibility to accept the educational readiness of each child when he enters school and shall proceed to educate him as his needs indicate, regardless of the nature of the community or home environmental stigma surrounding him.
- 3. The district shall continually develop its educational competence through innovations and evaluations, including a demonstration school that shall be developed to educate the community as well as teachers and administrators. The program shall be applicable to any school.
- 4. Student tutors and student teachers shall be used where possible and one extra period per day for teacher-supervised student teaching

or study shall be made available in grades 6,7,8 for students whose achievements are below grade level.

5. Methods of testing and measuring student achievement shall be established to determine the desirable minimum level of performance that is acceptable in any school. When any school falls below the minimum level, "bells shall ring" and the district's full facilities shall be directed at remedial action, i.e. change principals, counselors to teachers; extra student counseling; remedial classes; vigorous parent counseling program; and/or other action deemed necessary.

6. The district and each school in it shall use every method to win acceptance from the community, to make its aims and actions fully understood by the public, to make clear both its achievements and failures. To this end the district and schools shall use community dialogue groups, and expanded school community worker program, and any other useful group or technique. The school community worker program shall be instituted in all schools and shall include Spanish-speaking persons. The Richmond schools volunteer program shall be expanded and strengthened by the provision of necessary staff.

7. A teacher-parent visit shall be required before any child is admitted to a school.

8. The educational experience shall acquaint the child with the full range of occupational opportunities that are available to him.

9. a. The counseling function shall be separated from the disciplinary function at all levels.
b. A student shall be placed in a given course upon parental request, even though the counselor may recommend against such placement.

10. Specially trained counselors shall be assigned to all elementary schools to work with those students (and their parents) who are not working to their academic potential. Whenever possible, male counselors shall be hired for elementary schools.

11. The committee recommends that a thorough evaluation of the existing parental classes be made. If these classes are successfully assisting the "problem students" to return to a regular classroom, then a sufficient number of these classes should be established to adequately serve all of the secondary schools.

12. The committee recommends that each secondary school shall set up a committee of students structured so that the students themselves are involved in decisions regarding discipline policy, and will serve as a review board in discipline cases.

13. Head Start and similar pre-school classes should be improved and expanded as required.

14. The school board is urged to provide the district librarian with the fulltime personnel required to implement the central library plan for elementary schools. Each school principal, in coordination with the superintendent's staff, should be directed to diligently develop and implement this plan.

Schools principals, at the direction of the superintendent, should schedule the teaching personnel under their administration through a library techniques training program before completion of the 1969-70 school term. Such a program shall be prepared and presented at the direction of the district librarian for elementary schools.

15. All junior high school students shall study a foreign language.

16. All certificated personnel shall be scheduled for in-service training of intergroup and interracial relations, Negro history and minority group culture, so they will be more skillful in understanding and working with minority group children and parents, and so that all children will benefit from knowing more about all races.

17. A good, factual syllabus for all levels of school where history is taught shall be acquired or developed to give a realistic picture of the role and contribution in history of all ethnic groups. The syllabus shall be given to all teachers and provision made to insure that it is used.

Textbooks and visual aids shall be used which depict minority groups in other than distorted and stereotyped roles. If such books and materials are not available, appropriate pressure should be brought to bear on publishers to develop them.

Department chairmen for academic subjects shall be given the last period of each day as released time to insure adequate curriculum revision, development and improvement to meet the needs of all children.

18. It shall be district policy that learning not be restricted to the school building. All principals shall be responsible in cooperation with parents, other schools, community groups and agencies to devote a definite percentage of school time to integrated non-classroom experiences such as field trips, community projects and/or work experiences outside school environs. Principals shall actively relate to community groups whose activities affect their school's attendance area.

19. There shall be heterogeneous grouping in the elementary grades one through three, and, with the exception of retarded children and highly gifted children, the heterogeneous grouping shall continue through grades four through six.

20. Expanded experimentation shall be carried out at the secondary level to compare the relative merits of the homogeneously and heterogeneously grouped academic classes. This program shall be evaluated on a district-wide basis at the end of a year. Further, there shall

be a policy of heterogeneous grouping in all non-academic subjects at the secondary level.

21. Special medical and psychological testing shall be required before a student is placed in special classes for the mentally retarded. The object, among other reasons, is to prevent the low achieving child from being inadvertently designated mentally retarded.

22. The out-of-state recruitment budget shall be set at such a level that the district will be able to acquire qualified minority teachers, counselors, and administrators.

23. To accelerate efforts to increase the employment of qualified minority group personnel in both classified and certificated positions, the committee recommends an amendment to and vigorous implementation of the following policy (Rules and Regulations of the school district, page 21-J) as amended by addition of words underlined: "Each recruitment, assignment, transfer and/or promotion of a school employee, certificated of classified, shall be considered on his merits, without regard to race, color, creed, marital status or organizational affiliation."

24. To integrate the district's staff, we recommend that if the principal of a school does not select minority group employees, classified or certificated personnel, after a few opportunities, the personnel department shall appoint such personnel to the school.

25. The term of residence of a certificated employee shall not exceed seven years in a given school.

26. The assignment of probationary teachers shall be equalized throughout the district. It appears that the newest schools of the district have the highest percent of probationary teachers.

27. The board shall direct the superintendent of the district to evolve a continuous method of supervision and evaluation of the entire teaching and administrative staff for the improvement of education quality.

28. The committee recommends that whatever program the board of education adopts to ameliorate "de facto" segregation and improve quality education in the district, it should be communicated to the people of the district and thereafter the people should be informed periodically of the progress that has been made.

It must be emphasized that some of the above recommendations contain as many as five pages of supporting data and opinion. Within the near future, the Richmond Unified School District will place within each school, in public libraries, and in other places, copies of the complete report. As soon as sufficient numbers of the 145-page report have been assembled, they will be made available to the public.

APPENDIX SECTION F

Institute Concerns (An Extended List)

INSTITUTE CONCERNS
(an extended list)

1. Curriculum
 - Courses of study
 - Teaching
 - Individualized instruction
2. Direct Integregation this fall
 - Preparing pupils and teachers
 - Give pupils integration experience
 - Films, assemblies, talks
3. Student Relations
 - Student Government
 - Clubs, social activities
 - Youth Projects
 - Review Board
 - Newspaper
 - Faculty Meetings
 - Tutoring
4. Faculty - Teaching
 - In-Service Education of personnel
 - Policies of hiring
 - In-Service Education innovation
 - personnel - negative concepts
 - Student in faculty meetings
 - Tutoring
5. Community
 - Attitude survey
 - Rumors and incidents of prejudice
 - Tax support and understanding
 - Citizens Advisory Committee
 - Inter - agency Cooperation
 - Parents - curriculum development
 - Parents - student - discipline
 - Mexican - American funding
6. Counseling and Guidance
 - Aspirations
 - Tracking
 - Automation
 - Discipline
 - Improved counseling and guidance
7. Methods of Action
 - Increasing Number of desegregation Schools
 - Money: Busing, In-Service Education

APPENDIX SECTION G

Youth Report from the Institute

AN EXPLORATORY DESIGN

The format of the "Leadership Training Institute in Problems of School Desegregation" was exploratory in design. This was the second Institute of this type, and the first one in which young people were involved. Five eleventh-graders from each of the six high schools in Richmond were enrolled through the aid of ESEA funds. This financing permitted bona fide, full membership on the part of the Youth Participants. Their subsistence pay and the charge for their lodging were the same; they were not special or second-class participants. This design meant that the consumers of school desegregation were involved in the policy planning rather than being the target of adult action in their behalf.

It was the philosophy of this Institute that it was the day-to-day, everyday, non-dramatic relationships among students that meant real school desegregation, as knowledgeable school persons recognize, unplanned desegregation may increase the use of the coping techniques of social distance and avoidance. However, if the faculty assumes its responsibility for a democratic society, desegregation can be the teaching of the skills and attitudes necessary to facilitate a truly democratic and integrated society. This design recognized that the school as a community can become the testing ground, the learning place, for a democratic society. This was the purpose and goal of both the involvement and selection of Youth Participants. (See the report by Lanny Berry, Staff Member in Charge of Youth Participants).

As a cursory overview of participants, the students reflected a range of uniquenesses: there were representatives of the "professional" Mexican-American, the "professional" Negro, and even the "professional" youth. There were the known "bad kid" evincing the "I-don't-give-a-damn" attitude, the street-smartened girl and boy, as well as the school leader, the campus politician, the "good student", the college-bound change agent, and the academically oriented who were looking for another type of learning experience. Another student was financed into the group by an enthusiastic community organization (Neighborhood House, Richmond, California), since he was considered outstanding as a community youth leader. In addition, faculty members cooperated to finance the participation of a young "campus radical" who had initiated a school strike, and then used his influence (after negotiations with the administration) to call it off.

Among the thirty-two total, there were (visibly or admitted) two Mexican-Americans, one Oriental, and sixteen Negroes. Although the kind of open selection employed did not provide for group representation in terms of percentages in the school population, it is significant to note the range of differences among the Youth Participants.

Without statistical manipulation I attest to both the range and relevance of the students selected. Since this Institute is concerned with school desegregation, it is appropriate to look at the group characteristics in black-white dimensions. To oversimplify, it can be said that the white students in general

particularize the able academic youth who was also socially naive, but almost without exception, very well-meaning. The average Negro student was worldly-wise and socially sophisticated in contrast, and may or may not have been academically exceptional. There were notable exceptions to such generalizations, but as our goal in the use of ESEA funds was to concentrate on the culturally disadvantaged, this influenced the population.

The adult participants of the Institute included approximately sixty school persons (representing administration-office personnel, principals, counselors, and teachers from both elementary and secondary schools), twenty community leaders representing the numerous communities of Richmond, from the black militants to the housewives active in school-community affairs, to the superintendent's wife, and others who represented the power sector of the white community. The provocative format of this Institute attracted numerous adult quasi-participants and observers. An agent from the Civil Rights Division in Washington D.C. stayed five days, the Inter-group Education Department of the State of California sent two representatives for a day, an officer from the Industrial Education Council of the Bay Area met irregularly throughout the Institute, and over eighty other adults paid a site visit while the Institute was in operation.

The exploratory design was dependent on the involvement of the youth group in relationship with adult Institute participants. The following educational purposes were supported by such involvement:

... School desegregation is for young people, therefore the planning should be done in cooperation with young people.

... Desegregation involves the culturally disadvantaged youth disproportionately. Their disproportionate membership gives them an opportunity to be informants to the adults and both would benefit educationally from this interaction.

... School desegregation is not only the problem of the Negro, or the problem of the minorities, or the problem of the culturally disadvantaged, but the task of America's student bodies, and all should be participant-observers.

... The youth can make of desegregation more than the physical presence of different racial groups in the same classroom, i.e., an inclusive experience, if they learn both the skills and attitudes necessary.

... Young people can be the most effective change agents in developing a desegregated school into an integrated school society.

In this exploratory design all were learners, all were informants, all were participant-observers; thus plans, policies and programs were being evolved by those in the school and in the school-community.

SELECTION ROUTINE

It would have been possible to have made much of the selection procedures and the orientation meetings. This was not done in an effort to reduce the anxiety on the part of adult participants, faculties, and particularly school administrators. The format of all persons concerned with school (youth, adults, and community) studying together on what is in some instances considered an explosive topic (school desegregation) was threatening to some. It was considered wise, therefore, to start, to get the Institute participants recruited, and to get about our business of leadership development with as little drama as possible. It was felt that it was more important to use this first student group as a model, for better or worse. Once precedence for the design has been set and there is data available, it is an easier task to recruit selectively.

Much reliance was placed on the principal of each of the high schools. This was done to elicit cooperation as well as to recognize that these students were from his school and it would be his support that would determine the significance and aggressiveness of the follow-up plans brought back from the Institute.

CURRICULUM GUIDELINES

In some regards this was seen as a crash program, as are most compensatory education and school desegregation ventures. The guidelines to curriculum selection were as follows:

1. A Here-and-Now Approach

This meant that in curriculum selection the historical approach and the psychological and social foundations would be related to the diagnosis made by the participants themselves. Their life experiences would be the organizing ideas. Therefore, formal lectures were geared to the relevance of a "here-and-now" for the participants, and it was the task of Staff to make this relevance a conscious part of their Institute experience. This meant that the curriculum could not be a descriptive study of the plight of the Negro or the barriers of school desegregation elsewhere.

2. A Personal Action Approach

The focus was "what are you going to do in light of who you are and where you are and how you see the present-day challenge of school desegregation?" This guideline was an effort on the part of the Director to avoid the tactic employed by many such workshops or institutes where the product is a list of recommendations for someone else to do. All experiences were directed toward the formulation of a personal plan, a personal leadership/fellowship role.

3. An Integrative Approach

Both the content and process of the Institute focused on bringing to a conscious level that which was being lived by participation in the "Leadership Training

Institute in Problems of School Desegregation." This was reality testing. All individual plans, programs and proposals were expected to provide ways of involving others from different age groups, different social classes, different statuses within the school profession and the community-at-large, as well as others from different racial groups.

CONTENT AREAS

In view of the over-arching curriculum guides, a sampling of content areas included:

- ... The Genesis of Prejudice
- ... Caste and Class in America
- ... The School as Community
- ... The Great American Documents - Promise and Performance
- ... The Community Power Structure
- ... Omissions in Our History Texts
- ... Other Minorities - Mexican-American Youth, Teachers, and the like
- ... Specific Plans for Change in the Richmond Unified School District and Its Communities

OUTCOMES

The Institute distribution of sixty school people, twenty community persons and thirty high school students must be recognized as a radical approach, and its success a radical outcome.

If the benefits of desegregation are to be realized, desegregation must be accompanied by radical innovation: an integrated curriculum and an integrated learning setting. This Institute and the Youth Participants have given a model for such interaction.

Another outcome is that these relationships of working across the lines of age, class, and color have extended into the back-home situation in the community. This is achievement. Now students who are contemplating an innovation in their own school know as fellow participants, principals, teachers, other students and community people from other schools with whom they can check. This access should produce another outcome: the number of ill-conceived or poorly launched programs should be reduced. As a personal outcome, each Youth Participant has a range of citizens with whom he can reality-test, because the precedence has already been established and he personally has worked through the skills involved.

By focusing on the individual and not only on his group membership, racial identity, or social-class allegiance, a youth was made cognizant of his own leadership responsibilities. The outcome was to have all learn to take initiative, to give support, and to recognize the strength of a programming, rather than doing a single isolated activity, and to strive for an integrated, cooperative approach. Thus, an individual could see his leadership/participants in the context of an entire community-in-process.

The youth were the teachers of the adults. This was a

positive outcome for both. Adults achieved much learning from this experience where they were permitted to work on eye-level with young people. For some, this was difficult; others succeeded and were able as adults, despite age, status, and position of authority, to talk with and not at young people. The conclusive outcome was that adults could learn with youth as the young people learned about themselves. It was this process of "with - as" which was both the format and the over-arching outcome of the Institute.

A most significant outcome for all was that they became comfortable as participants in discussion about race and the meaning of race in American life. They brought themselves and their feelings into the interracial situation. It was their conflicts, tensions, and misgivings with which they were able to work. This gave youth and adults alike the courage to handle the affective issues of school desegregation.

It appeared that this racially different and status-conscious aggregate grew into a group. Despite this semblance of groupness, however, participants are mindful that they still have a way to go to real acceptance and true integration.

As an Institute, the outcome of this three-weeks session is that it represents a very effective and productive first step. If this venture is to be other than a crash program, it will have greater worth next year when thirty other students can be added to the school population to join the thirty participants of this year who will then be seniors. This second year will be much improved: the first group pioneered and

identified the productive overlap where youth and adults can join together. The second year would concentrate on the curriculum for the Youth Participants and do a more insightful job in recognizing the developmental tasks on which youth must work in this kind of setting. A third year might most productively see the inclusion of sixty youth by adding thirty tenth-graders who were just entering high school. This would give a generation span and would indeed be an innovative change. High schools could then do a better job of affording students a high school career which was aware and involved in one of the major tasks facing the public school, alas, the American public: learning to live with differences through school desegregation.

PROPOSED YOUTH ACTIVITIES -- 1967

By vigorously pursuing their activities the Youth Participants expects to reorder, redesign and add to the plans made at the Institute. Following is a partial list of activities proposed for the school year 1967-68.

1. A student newspaper circulated to all high schools.

It will include articles on American minorities and subjects relating to school desegregation=integration from the frame of reference of the student, as well as, youth works and topics of particular interest to the student bodies.

2. A Black Student Association

This is ambitious and perhaps controversial but formulated by the black students in recognition of their needs for identity and a broad self-help program.

3. Student involvement in orientation programs of new teachers

This was successfully tried in September, 1967. It will

be expanded. Students discussed their need for teachers who appreciated differences and who enjoyed working with an ethnically diverse student body.

4. Exploration of different student-government designs

This is an attempt to broaden the base of participation and to include a greater number of students in the education and welfare of their own school.

5. Faculty-Student Cooperation

Students have devised methods of communicating their eagerness to be of aid to school personnel engaged in planning for today's youth. Students will offer to serve on committees for curriculum choices or development, policy formulation on school activities, discipline, school-community relations, publicity and the like.

6. Public Affairs Programs

- . . . Film Forums for students and/or teachers and community
- . . . Youth Panels to adult meeting in and outside of school
- . . . Youth Speakers available to community programs
- . . . A Youth Conference
- . . . A Teacher Conference planned by Youth Participants.

The outcome of the youth participation in the "Leadership Training Institute in Problems of School Desegregation" is as their proposed activities, that they are now involved and can involve other young people. Together with concerned citizens and school personnel, they can help chart the way toward the relevant and drastic innovations needed in the public schools of the urban areas.

REPORT ON THE STUDENT PARTICIPATION IN THE
RICHMOND TRAINING CENTER

by Lanny Berry

The problem of desegregation and integration of the public schools is a vital issue facing most urban centers in this country. Central to this problem, once identified, is how to begin and at what speed. Since the 1954 Supreme Court decision was rendered which made separate but equal facilities illegal, only 9% of all children are attending integrated schools. From such gloomy statistic there is an inference that the "deliberate speed" in which the courts indicated desegregation and integration would take place is, at best, the pace of the proverbial tortoise!

There are, however, a myriad of factors which impinge upon and influence this crucial urban problem. A rapidly burgeoning population in most cities is a stark reality which creates a whole series of inter-related problems such as segregated housing patterns, high unemployment and concomitant increases in crime and delinquency, especially in low-income areas. All these factors are to be found in most large bay area cities such as Oakland, San Francisco and Richmond. As might be expected the methods to ameliorate this pressing social problem are notable by a lack of consistency and commitment from community to community. Within the last five years a number of cities have tried a variety of desegregation plans with varying degrees of success.

Lately, Richmond's Unified School District has begun to look not only at the racial imbalance in some of its schools but at the very quality of its educational program. This exploration has revealed a number of de-facto segregated elementary schools as well as several junior high schools with swiftly rising minority populations. The attempts by Richmond School officials to al-

leviate the situation has met with limited success and seems to have satisfied a very limited portion of the community. In fact, if anything, there appears to be a polarization of opposing camps on this issue.

The Leadership Training Institute was viewed by key school officials as a method to further explore and plan for the ultimate desegregation and integration of Richmond schools. The 1967 Institute is unique for its second year funding and the inclusion of thirty high school students among its participants.

The reason for including students is sound because any plan for desegregation and integration must be accomplished on a non-dramatic, day-to-day relationship between black and white students. Therefore, the focus of these comments will be on the participation of the students in the institute during the various stages of its operation.

SELECTION PROCEDURES

This writer and the institute director conferred on selection procedure to be used in selecting the thirty students. We agreed that the students, as much as possible, should include a well balanced group racially, socio-economically and academically. The initial selection task was to be assumed by the principal at each high school with our encouragement that a representative group be chosen from each school. We suggested that each school administrator choose a group of twenty students and that the students themselves select the five institute participants. The fifteen would be a core group to which the five participants would work during the upcoming school year on task implementation emerging from the institute. One glaring error in this procedure is that the writer, who was assigned to work directly with the youth, was unable to take a more direct part in the selection process at each school. This would have been a splendid opportunity to talk directly to each principal and interpret the students' role in

the institute as well as the overall plans for the program. In addition, more direct contact with the principal and the core group could have facilitated better preparation of the students for the institute as well as have served to build some rapport with the core group.

As we found out later from the students the selection process varied greatly from school to school depending in great part on the degree of co-operation and commitment of each principal. In some schools no core group was formed and the students were chosen more on the basis of being "good students" with what the administration felt was the "right attitude". This is not to say the students weren't good choices; they were. However, if broad representation was really wanted, which would include the "hammers" (the hard core, peripheral students who view school as little more than a necessary evil or as one remarked, "Man, school is where you dig all the groovy chicks and eat your lunch"--like what else!) and the well motivated, college bound youngsters of all races, then the selection fell a bit short. Of the thirty-one students chosen only three were not college prep and college bound.

Our next task was an orientation period for the students prior to the opening of the institute. On June 10th we scheduled our first session and the second on June 17th.

FIRST ORIENTATION SESSION

The purpose of this meeting was for the students to become acquainted with each other and the group worker. The seating was in a circle with no one allowed to sit behind the circle. The group worker began by giving a short resume of his education and work experiences and expectations of the institute. Judy Johnson, a co-worker took notes on the students' comments which would be distributed to them at the next meeting. This session lasted for three hours and

was very helpful in getting acquainted with the students. Their backgrounds revealed a richness in experience for their young years. Most indicated a desire to enter college upon graduation from high school but choice of vocation was not always clear. Whenever it seemed pertinent the students were asked to elaborate on a point or statement which was not clear. For instance, one student said the following:

"I like to explore and travel whenever possible. I'll try anything once--just to see what it's like." He was asked:

"Does this mean you'll try smoking pot or taking LSD?" He

replied, "Yeah, I probably would if the opportunity occurred."

Another student stated his home life was very bad because his step-father was extremely mean. His mother condemned his participation in the institute because it was 'communist inspired' and that he was a communist. He went on to say that he welcomed participation in the institute because in the absence of an adequate family life his fellow students would be his family. There were a number of statements which revealed the lack of opportunity to form a relationship across racial lines. This was attributed to segregated housing patterns in various parts of the Richmond School District. There were some clearly discernible class lines which had rarely been crossed; even talking of these situations was awkward for some students.

The questions asked by the group worker were merely to gain more information or clear up confusing statements. There was no attempt to probe deeply unless a student volunteered to do so. Even in these instances caution was taken to avoid long personal vignettes.

In summary this meeting provided needed information for all the participants regarding each other and the purpose of the institute. More importantly, it also

gave them an opportunity to ask what would be expected of them. For the most part, the students kept to their school group which provided some security for them. Although most of the students were doing well academically there was a notable diversity in their participation in student affairs. We had a student president to a parking lot dice shooter. The young man who regularly shot dice felt his commitment and involvement in his "craft" was as real as his college-bound peers--and besides, "if you're lucky, it pays off sooner." (His words)

SECOND ORIENTATION

This meeting was to provide some leadership training from Rose Sherman, consultant to Regional Community Action Training in San Francisco. The students engaged themselves in this process quite readily and seemed eager to learn. It was quite evident that the time was too short. In the future this type of training should be lengthened to either two three-hour sessions or one six-hour session. After the leadership training we took care of a number of institute procedures. In the last hour we met with parents to answer their questions and get acquainted. It was a lively session and provided the chance to match students with their parents. As is often the case parents are the childrens' problems and we found ample evidence to validate such an assumption. One girl who was always very shy and withdrawn introduced the writer to her mother. Several minutes later, after being overwhelmed by this woman's charm and over abundant form--it was clear why this young girl was so quiet! Still another mother thought that asking students if the choice to go to college was theirs or their parents or both was an indication of opposition of parental guidance. (Deftly, but with occasional subtleties, I indicated just the opposite was true.) The intent was merely to get students to think how and why they make decisions and what alternatives they have at their disposal. In a couple of cases parents

were reticent to talk and were engaged separately before the meeting was over. It was during this session that the students became cognizant of their similar problems with parents. The way in which the group worker entered into dialogue with the parents seems to have facilitated an emerging relationship between the group and the worker. They indicated that the group worker's willingness to speak in their behalf but at the same time not alienate their parents was important to them. Just prior to adjourning we briefly reviewed the meeting of last week. Various groups were beginning to form along racial, school and interest lines. However, it was quite noticeable that a number of Negro and white students were uncomfortable in the group, but the reasons were difficult to assess.

PROGRAM AT HELMS AND BELMONT

In the initial stages of the program at Helms the students were dispersed to the inquiry groups. After the first two days the commonly voiced complaint was that the adults were reluctant to let them participate fully into the group. But their most vehement criticism was that adults used language and words they understood without any consideration of the student's presence. A frequently asked question was:

"Why do teachers use big elaborate words. Don't they want us to understand or take part? And when they do ask you to speak, they cut you to ribbons--so why talk. If this is what the institute is going to be like the student better go home."

Under the circumstances it seemed best to rearrange the schedule to allow the students to meet and plan together in addition to the general sessions and inquiry groups. This plan met with the approval of the students and the institute staff. The group was too unwieldy to handle together so we split it into three

groups of ten to formulate ideas and develop plans of action for the students. The purpose was to give students an opportunity to plan things they could do in the upcoming school year to help desegregate and integrate their respective schools.

When the total student group convened we would set up priorities for task and methods of implementation.

During the second day a number of dynamics began to emerge in the small and large groups. There were a variety of ways in which students handled their anxieties, racial or otherwise. There are two aspects to which this anxiety must be related. There was the anxiety related to the task orientation of the group and there was the anxiety related to relationships in the group which was more growth oriented than task oriented.

One white girl in our initial session had indicated a very understanding, sensitive approach to the racial problem. She had worked in a camp with Negroes and knew others through a number of club affiliations. Her personality was warm, friendly and out-going and, on the surface at least, she related easily and warmly to her peers. It soon became apparent however, that these virtues of warmth, friendliness, etc., were the very things which would work against her in her relationship to the Negro girls.

On the second day at Helms two Negro girls came up to her and said:

"You white bitch you're too friendly--we believe you're phony as hell. We hate your guts and we're gonna get you before the Institute is over."

On another level some Negro students were calling fellow Negro students "Uncle Toms" and "Aunt Janes" because they lived in white neighborhoods and attended all white schools. Other students, Negro and white remained aloof and uninvolved in these painful matters.

As these situations emerged the group worker worked individually, in small groups and in a large group with the students. As the days progressed the encounters became more pronounced and much more in the open. In essence, the students, as a total group, were working both at a task and growth level. There were, however, some noticeable differences in the types of problems between Negro and white students as well as the ways they attempted to resolve them.

The Negro students, generally, were very immersed in the complexities of a Black identity, and Black Unity -- but at different levels. Considerable time was spent talking about this situation. One girl in particular was very poignant in her discussion. The following is part of one discussion:

"I feel very confused by this whole thing. Part of my problem is that my father is a career officer in the service and we have traveled a lot, especially overseas. Until I came to Richmond I had limited contacts with other Negro kids. In my initial contact with fellow black students I was totally unable to comprehend what they were saying to me. For instance, one boy said 'hey pretty mamma! What's going on?' I was insulted and shocked. I wasn't his mamma! Well-- you know how big a hit I was--a brainwashed soul sister who couldn't communicate. I learned to listen more carefully and soon I at least knew what a pretty mamma was. Then we moved to Pinole where there are no black people so I feel trapped again. I can't talk to my mother about it and my father is rarely home. I think other black students should help us

disadvantaged ones rather than call us names.

These discussions with you (group leader) and the small groups are really helpful."

This was but one of several conversations with this girl and several other Negro students. They all talked about their educational plans, parents and social problems in general.

Most of the white students, initially, stated unequivocally their lack of prejudice toward Negroes. But when the black students began to meet and pursue their separate interest and with some approval from the group leader, there was a noticeable shift in some of the white students' attitude. One student said he could accept Black Power and Black Identity intellectually but it was still difficult to understand and accept it emotionally. Several others said they were not expecting the situation to be so traumatic. Late one evening three of these youngsters went to the group leader's room to talk about racial differences. One student said --

"I have said I wasn't prejudiced but I know it's not true. The fact is I often use the word nigger as do most of my friends to connote disrespect for Negroes. When the Negroes go off by themselves I feel mad on the one hand and left out on the other. In a way I guess I'm getting a little of what Negroes get all the time. As a white person I have not been left out on the basis of race before and it's hard to cope with."

Another youth talked about his fear of forming a relationship with a Negro. He felt his lack of prior experience with Negroes in or out of school was an unfortunate circumstance.

The racial problems that emerged between black and white students had to be explored on two levels. First, the white students had to discuss the situation in a non-threatening situation as did the black students. Then theirs could be the initial encounters in the mixed group. The pairing that took place was varied. That is Negro students began to form dyads and triads across school and class lines as did their white counterparts. In doing the various facets of their experiences were shared more totally throughout the group. In discussions an attempt was made to go beyond a discussion of attitude and behavior and view the kinds of conditions that bred certain attitudes and behavior.

By the middle of the following week the students had identified a number of tasks they could explore during the institute. One student wrote a four-part proposal which he presented to his peers. At this point his statement at the orientation session on June 10th, when he said the youth would be his family, became quite clear in its implications. That is to say, in presenting his proposal he was asking acceptance of himself to compensate for the rejection by his mother and stepfather. This student's emotional needs were so strong that everything he did was to seek acceptance. It was almost as if one couldn't reject his proposal, because to do so would be to reject him--a fact he was unwilling to consider. This student was the most disruptive member of the youth group throughout the institute. An inordinate amount of time was spent working with him regarding his destructive behavior. His immaturity and unwillingness to work co-operatively with other youth alienated him from the group as a whole. A more careful screening process during the selection period would have revealed more about the students than our rather superficial method. But if there had been two group workers rather than one and several part-time people a more credible job might have been done of integrating some of the more disruptive individuals into the institute.

SUMMARY

The task of integrating thirty students into the frame work of an adult-centered program was, at best, a difficult task. A number of adults questioned the validity of such an arrangement. Many teachers and administrators in the inquiry and task groups found it difficult to be aware of the students presence and include them in discussions. (If this oversight is true at a work session where young people are present, questions might be raised in regard to such a work session of professional adults where young people are absent and only an agenda item). In the general sessions few speakers related their remarks to student-centered problems or solutions except in fleeting, general terms. As a result the students felt the group worker was, in most instances, their most important advocate.

The students produced in this Institute some excellent ideas but they will need help in implementation. Provisions have been made for some of this help through the Follow-up program of the Institute. During the school year the adults working with the youth participants will encourage their continued interest in student activities and problems and encourage them, also to continue to relate their concerns to school desegregation.

A lot more work needs to be done in the area of leadership training. In addition there is another important element to be considered. Students in general and black students in particular are forced to make a variety of decisions at crucial points in their lives. All too often they make decisions on limited or distorted information. Given the complexity of the social climate and the accompany confusion, it is obvious students need the best available information upon which to make these decisions.

It became increasingly obvious in the Institute that their need for information runs the gamut from race, school, family and emotional problems to job choices after graduation from high school or college. Our focus is here in the area of race and school. Therefore, the continual follow up to the institute will include some method by which students can be kept abreast of contemporary problems and solutions in these target areas. In doing so their task related to school and school-community problems will be kept in focus and their individual roles clarified in action terms.

The Intergroup Education In-Service Center, will provide services to these students for the implementation of their plans. It is extremely important that these youths have ample direction from adults as they plan for the school year. Their projects can serve useful purposes if planned and programmed judiciously. Youth Participants are encouraged and helped in taking active leadership in the ultimate desegregation and integration of the Richmond public schools.

APPENDIX SECTION H

Report on Mexican-American Participation

REPORT ON MEXICAN-AMERICAN PARTICIPATION

- . . . The document sent in answer to the charge of discrimination against Mexican-Americans
- . . . Other evidence of the inclusion of Mexican-Americans
 1. Invitation to "Teacher-At-Large Conference" sent in Spanish language.
 2. Publicity given to a similar charge of discrimination distributed in the "Conference Proceedings" mailed to over 800 attending the meeting.
 3. A copy of the letter received from Mr. Gregorio Vasquez, Director of Community Services for the Spanish-Speaking, stating that he was looking forward to being a member of the Institute (along with Mr. Lawrence Gonzales, President of the United Council of Spanish-Speaking Organizations). Their participation would have given strategic inclusion of leaders from the Spanish-Speaking culture group.

ACCION O REACCION--HONOR O INFORTUNIO
ESCUELAS UNIFICADAS DEL DISTRITO DE RICHMOND

Presenta

CONFERENCIA ESCUELA Y COMUNIDAD

MAESTROS EN GRANDE

Retadores, perturbadores y demandantes son los problemas con que se enfrentan las escuelas publicas. Una actitud callada no los esconde. Las soluciones dependen mucho mas que en los maestros y en una sola profesion.

Todos los ciudadanos son "Maestros en Grande." Todos estan ligados en enseñar, por medio de acto o reaccion, y comparten el honor o infortunio de la escuela-comunidad.

Ud. es un Maestro en Grande. Hace el clima de la opinion en las cual se hacen decisiones y se toma accion.

Por el interes de los ninos, unase en discusion abierta con otros Maestros en Grande; Clerigos, vendedores de bienes raices . . .

EN EL CENTRO DE SERVICIO DE EDUCATION -- 237-4567
1969 Market Avenue, San Pablo, California 94806

Trabajadores de gobierno	padres de familia
Enfermeras	Escritores
Mineros	Cocineros
Custudios	Abogados
Choferes de camion	Cientificos
Secretarias	Policías
Musicos	Maestros
Indios Americanos	Doctores
Bibliotecarios	Locutores de Radio
Abarroteros	Trabajadores Sociales

Viernes Enero 27, 1967 - 7:30 P.M.
Sabado, Enero 28, 1967 - 9:00 - 4:30

Richmond Union High School
1250 - 23rd Street, Richmond, California

Community Services for the Spanish Speaking
1207 Nevin Avenue, Richmond, California 94801
Telephone 232-6050 or 232-6051

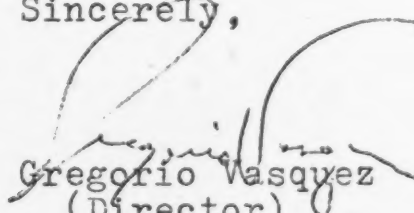
March 28, 1967

Mr. Vivian E. Hilburn
1969 Market Avenue
San Pablo, California

Dear Mr. Hilburn:

I am most happy to be included in the plan for the summer Institute program. I am sending a list of our Spanish Speaking people. I hope it will be of some use to you.

Sincerely,


Gregorio Vasquez
(Director)

GV/av

Enclosures: Name list

Background Information:

Lawrence Gonzales, enrolled as a community participant from the (United Council of Spanish-Speaking Organizations) to the 1967 Institute charged discrimination against Spanish speaking persons, claiming only two Institute Participants and two Youth Participants had Spanish surnames. Mr. Gonzales made this charge from the floor to the general assembly on the opening day of the Institute. Copies of a letter from Mr. Gonzales specifying discrimination were sent to the U. S. Office of Education, the San Francisco Office of Equal Employment Opportunities Commission and to Dr. Marie Fielder, Institute Director.

A few days later, Bruce Sattler from the San Francisco Office of Equal Employment Opportunity telephoned Dr. Louise Dyckman, Program Coordinator for the Institute and inquired about the Institute participants selection procedure. Dr. Dyckman, at that time newly employed by the project, reported that she knew that all teachers who had indicated interest in attending the Institute were accepted but that the youth group represented a cadre selected by their fellow students. She was not informed about the selection of the community participants but assumed that they had been invited on the basis of having demonstrated leadership or leadership potential in the Richmond community.

Subsequently, Miss Sally James of the U. S. Office of Education also telephoned Dr. Dyckman to ask in what way the Mexican-Americans had been approached to participate in the Institute, and how many had actually participated. Dr. Dyckman, after conferring with Miss Bethel Bodine and Mr. Ralph Harris, Fellows of the Richmond Intergroup Education Center reported additional subsequently obtained information to Miss James.

Spanish-Speaking Participants:

Every Richmond teacher, counselor and administrator was invited by the University of California Extension, Intergroup Education Center and District Superintendent to participate in the '67 Institute. No Spanish-speaking teachers applied. Only two community people and two members of the youth group considered themselves to be Mexican-American as far as could be determined. However, the selection of the community persons was more broadly based and attested to a more involved background than this low figure of language group would indicate. The Institute's relationship with Spanish-speaking persons and the Spanish-speaking community was more extensive than it may appear to be when viewed solely in terms of participant number.

Spanish-Speaking Involvement:

Attention to the problems and involvement of Spanish-speaking persons by the Institute was demonstrated by the fact that Lino Lopez and Bernard Valdez both served as Institute staff. Also, addressing the entire group as consultants were two Mexican-American citizens, Mr. Albert Pinon, National President of the Community Service Organization and Mr. Daniel Campos, a member of the San Jose Police Department. (The vitae for all the adult consultants and staff are attached). A Mexican-American, Mrs. Terry Vasquez Whittaker, had been employed by the University of California to manage the Institute office. She was selected specifically because of her Spanish-speaking background after an extensive interview establishing her occupational qualifications.

At the 1967 Institute, Mr. Lino Lopez returned as a consultant and brought a panel of four Spanish-speaking youths. The panel reported on the program of MAYO (Mexican-American Youth Organization). It is important

to note that six of the youth participants went on a field trip to San Jose to attend a MAYO meeting.

Most telling, perhaps, is the fact that Mr. Gregorio Vasquez, Director of "Community Services of the Spanish-Speaking" was invited to work with the Intergroup Education Center; this Richmond Unified School District organization resulted from the '66' Institute. He helped to facilitate the work of the center by aiding the program "Teacher-At-Large Conference" planned for January, 1967. Mr. Vasquez translated the conference's invitational letter into Spanish and provided the Institute with more than 100 names from his organizational file to whom these letters were mailed. Mr. Vasquez and the Mexican-American community had much to do with the atmosphere of good will which characterized the conference, and even more important was their part in encouraging over 850 citizens to attend.

In addition the "Teacher-At-Large Conference" had a section on the "Spanish-Speaking Minority" conducted in Spanish. Every Richmond school teacher received an invitation to the conference and further more a number of Spanish surname persons responded and contributed their insight and life experience.

It is noteworthy that Dr. Octavio Romano, Assistant Professor in Behavioral Science, of the University of California was asked to be one of the major speakers. This participation had already been checked out when his name was the first suggested by Mr. Vasquez who had asked for help in obtaining a keynoter. He along with the Fellows were at a loss to think of another available Spanish-Speaking person for this specific part of the program. Spanish-Speaking involvement has been a consistent task of both Institutes and of the organization and programs which have

been an outgrowth of the "Leadership Training Institute in Problems of School Desegregation."

Recruitment of Spanish-Speaking Institute Participants:

The Fellows of the Richmond Intergroup Education Center were so impressed with Mr. Vasquez's cooperativeness and ability to reach the community that they reported that every effort was made to secure his participation in the Institute. However, it was Mr. Gonzales (a member of the Board for Community Services of the Spanish-Speaking) and not Mr. Vasquez who responded by informing the Institute that Mr. Vasquez was unable to attend. Miss Bethel Bodine emphasized how very much the Institute wanted Mr. Vasquez to participate. The Director contacted Mr. Vasquez and Mr. Gonzales about Mr. Vasquez's participation. The decision was dependent on his Board. Mr. Gonzales agreed to speak with Mr. Vasquez. Several days later, Mr. Gonzales reported that it would be impossible for Mr. Vasquez to come. (The Fellows began to suspect that Mr. Gonzales had not been vigorous in his request for Mr. Vasquez to attend.) At this time Mr. Gonzales failed to suggest anyone to replace Mr. Vasquez although he had daily contact with the Institute about himself and unrelated matters. Mr. Gonzales failed to indicate any displeasure until two days before the Institute's opening day, at which time he announced that he himself would attend under protest and that he was writing a letter protesting Institute discrimination against Spanish-Speaking persons.

Additionally, Ralph Harris, Director of Special Services for the Richmond School District, reported that he had conducted the first orientation meeting at which interviewers for Institute applicants were

recruited. Mr. Harris stressed the need for help in recruiting several key leaders from among the Spanish-speaking citizens. Present at this meeting was Mrs. Rosita Ramos, a Spanish-speaking 1966 and 1967 Institute community representative. Moreover he made a personal visit to the office of the "Community Services of the Spanish-Speaking" for the same purpose. He also spoke about this to Mr. Gonzales with whom he worked as a co-member of the By-Laws Committee for "Citizens for Excellence in Education" (an outgrowth of the January "Teacher-At-Large Conference").

Parenthetically, it must be acknowledged that in terms of sequence, the initial efforts had been concentrated on getting white power structure persons as community participants. Immediately after this task was launched, the concern was to obtain minority members from whom the desegregation problems of Richmond Unified School District were important.

Unfortunately, the list of the Spanish-speaking community came after many community representatives had been selected. At this time Mr. Vasquez submitted a list of 32 names without designating which if any leadership roles were carried by these persons within the Richmond community.

By the time Mr. Gonzales' approval was received few openings were available. Mr. Gonzales had assured his co-worker on the Human Relations Commission, Miss Vivian Hilburn (she is also one of the Intergroup Education Fellows) that he would help by submitting a list of names and positions. Mr. Gonzales communicated by words and action that he was the one to be consulted in regard to the Spanish-speaking community. Miss Hilburn felt that all letters to this ethnic community should await Mr. Gonzales clarification and should be sent at one time.

A blanket mailing of registration forms to all 32 of the persons on the list could have resulted, it was felt, by the Fellows in misunderstanding and resentment because of the assumption by those receiving the forms that a large number of openings were still available in the Institute's potential total registration roster of 20 community participants. And too, it was feared that the lateness might mean to minority persons that they were again the second choice. At this time there were already two firm registrations and one almost certain from Spanish-speaking applicants, also it was expected that some of the youth participants would be Spanish-speaking.

Mr. Lawrence Gonzales, a keen observer of community affairs and school-community relationships, is aware, and was aware at the time of all that is included in this report. He, along with Mr. Vasquez, have been our most used and appreciated informants on the Spanish-speaking community of the Richmond Unified School District.

An Evaluation

It is always advisable and democratic for each public undertaking or enterprise to check itself on the in-process treatment of minorities. It is much too easy to make statements or to write proposals articulating democratic intentions. Mr. Gonzales' charge has given us an opportunity to evaluate our day-to-day behavior and our entire operations.

We are not reprimanded by what we review. Neither are we finished or satisfied; we intend to be even more aggressive in recruitment of Spanish-speaking participants and give more depth to our inclusion of the concerns of Spanish-speaking citizens.

Moreover, we will not neglect our strengths--a concern for the choice of office staff, the representation of faculty, the selection of resource persons, the recruitment of participants (but not confine ourselves to one organizational source) the provision of field trips and the attention given to ethnic representation in school-community programs. These things have been done to broaden and intensify involvement with the Spanish-speaking community. In all of our undertakings we shall continue recognizing the meaning of being a minority in America; and that as a minority, the Spanish-speaking citizens are California's largest single group.

As a result of our Institute of 1967 we are spurred on to develop positive programs in line with our commitment to school desegregation-integration, one will be a vigorous recruitment of Spanish-speaking teachers for the Richmond Unified School District. The racial-ethnic distribution of 1966 shows that there are only seven spanish surnamed in each one thousand in this District. Here is where the problem is! It is difficult to recruit teachers for an in-service, three-weeks summer course if there are only 14 in the population of over 2,000 certificated personnel. Significantly, there are roughly ten times that number of Negro teachers employed. A mere visibility count might give rise to unjust and inadequate statements regarding the lack of Spanish-speaking persons participating. (See the racial-ethnic report attached.)

The "Leadership Training Institute in Problems of School Desegregation" focused not only on racial discrimination but social class membership. Our curriculum has been inclusive and supported the goal that a concern for one depressed minority means a concern for all depressed people regardless of color, class or language.

After the Institute, it was evident, by his lack of attendance that Mr. Gonzales did not want to be considered an Institute Participant but

saw as more productive his role as an agitator outside of the program and that his single best function would be one of bringing more attention to the plight of the Spanish-speaking citizens in Richmond.

The absence of Mr. Gonzales as a participant (resource person) to the Institute was a loss to all the participants. After the Institute, Mr. Herb Miles and Mr. Ralph Harris met with Mr. Gonzales. The two Fellows from the Intergroup Education Center wanted to make sure that positions were clear. Also, they wanted to pledge support to any program or tactic which facilitated desegregation-integration.

They felt confident that this meeting had meant real communication and complete clarification. This must not have been the case. Mr. Gonzales' August letter charging discrimination was sent after this meeting.

During this same period Mr. Gonzales addressed the "Richmond Human Relations Committee" as chairman of the "United Council of Spanish-Speaking Organizations." Here he made incriminating comments and a personal attack-- "Dr. Marie Fielder should be charged with discrimination . . ." The feeling tone expressed in the minutes is revealing. Note that the chairman and a commissioner found it necessary to say that they ". . . would not support any proposal to stop progress on Negro problems."

If these moves are strategy, we are on the team in as much as we cooperated publicly by seeking Mr. Gonzales' statement of criticism. (At that time, we read it as an important statement that needed wide dissemination). The statement was published in our proceedings for the School-Community Conference on "Teachers-at-Large." (Page 37 of the 1966 "Teachers-at-Large" document has been reproduced verbatim for inclusion in this report). This document was distributed to all of the over 850 attending the two day meeting.

If this is however, another instance of tribal warfare--one depressed minority fighting another discriminated against and depressed minority--we will face it for what it is. Our behavior speaks for how we have, in the past, read the actions and charges of Mr. Gonzales, chairman of the United Council of Spanish-Speaking Organizations.

As a Civil Rights Act Institute director, I favor any kind of agitation which will get something done about minorities in our schools. My staff of Intergroup Education Fellows named in this Report and including Mrs. Ann Dyas and Mrs. Helen Coppla who have also worked on our task of broadening the base of minority involvement join me in volunteering for this kind of agitation and particularly if it will result specifically in the following:

- . . . increased involvement of minority teachers in all in-service education programs
- . . . increased recruitment of minority teachers for the faculties of the Richmond Unified School District
- . . . increased participation of minority persons in planning and policy making groups concerned with the school and school-community relations
- . . . increased involvement of all teachers in the concern for the Spanish-speaking minority as a way of understanding and working more effectively with all minorities

Racial and Ethnic Distribution of Enrollment
October 1966

TOTAL	WHITE		NON-WHITE				
	Spanish Surname	Other White	Negro	Chinese, Japanese, Korean	American Indian	Other non-white	
Pupils enrolled in Spec. Educ.	474	26	202	241	3	0	2
All other pupils	43204	2402	29488	9776	1166	65	307

Racial and Ethnic Distribution of Employees
October 1966

CERTIFICATED PERSONNEL							
Teachers	1550	12	1361	125	45	1	6
Principals & Asst. Principals	84	0	77	5	2	0	0
Other Cert. Personnel	373	2	328	29	14	0	0
TOTAL	2007	14	1766	159	61	1	6
Tchr. Aides & Comm. Aides	5	0	0	5	0	0	0
Classified Personnel	717	38	632	41	4	1	1

NOTES: 1- Enrollment summary does not include students in Richmond Evening High School (School Code 6060). 2- Enrollment totals should agree with those which are applicable in Fall enrollment report (Form R-30). 3- Directors were given to count all employees, whether full-time or part-time, but to include substitutes only if they were working on the day of the survey.

RICHMOND HUMAN RELATIONS COMMITTEE MINUTES
August 9, ITEM 4

Leadership Institute

L. Gonzales left his position on the Commission to speak as the President of the United Council of Spanish Speaking Organizations regarding the recent Leadership Institute sponsored by the Richmond Unified School District and the University of California. He stated that UCSSO felt that the Leadership Institute had not given proper recognition to the Spanish-speaking community in planning recent conferences and studies, had made little effort to include representatives from the Spanish-speaking community in planning the conferences, and had not responded to UCSSO letters inquiring why more Mexican-Americans were not included. He requested that the Commission support UCSSO in their demand that further funding for the Institute be suspended until such time as the Spanish-speaking community is included in its studies and justified their request by suggesting that Dr. Marie Fielder should be charged with discrimination because:

- She knew of the UCSSO's existence and desire for full participation.
- There was no Mexican-American on her staff in a policy-making capacity.
- Only four out of 112 participants were Mexican-American
- The one Mexican-American from Richmond chosen to participate in the Conference had little communication with the Spanish-speaking community as a whole.
- Out of the 19 days given to the program, only one day was given to the Spanish-speaking organizations.
- Only one Mexican-American was invited as a guest speaker.

Mr. Gonzales agreed that the problems of the Mexican-American are not as pronounced or as evident as those of the Negro, but expressed his strong belief that the problems of the Mexican-American are just as frustrating, real and important as the Negro's. He acknowledged that the Institute had achieved an amount of effectiveness, but firmly suggested that such programs should not be continued unless they encompass the entire minority population--not oriented to only one segment.

R. Sawyer and Chairman Edwards said they would personally and officially support any positive approach to solving the problems of the Spanish-speaking, but would not support any proposal to destroy progress on Negro problems.

Mr. Robert Riely expressed disappointment as Mr. Gonzales' suggestion and reported that Dr. Fielder had indicated that she had contacted a number of Mexican-Americans regarding participation in the conference and that they had refused the invitation. He said also that the Spanish-speaking organizations are sometimes uncooperative and appear reluctant to work with other groups. He acknowledged that some of the problems of the Spanish-speaking are different from other minorities, but many of their problems are the same and suggested that all minority groups work together to solve their problems. He further suggested that the Spanish-speaking community work to resolve internal conflicts regarding leadership and representation, and contact the State Equal Employment Opportunity

Commission office for statistics and information regarding Mexican-Americans in California.

After further discussion, it was suggested that the most positive and constructive way to proceed would be for the Commission to join the UCSSO and make a strong request for the School District to make a special study of the problems of the Spanish-speaking children attending Richmond schools. Mr. Gonzales agreed to this approach, and the suggestion was approved by the following vote:

AYES: Commissioners Calvin, Sawyer, Shaper, Smith and Edwards

NOES: None

ABSTENTIONS: Commissioner Gonzales

ABSENT: Commissioners Bisek, Hilburn, Verhoeff

MEXICAN-AMERICAN CITIZENS USED AS CONSULTANTS OR STAFF
1966-1967

Daniel Campos

Police Officer
San Jose Police Department
San Jose, California

Mr. Campos, a police and community relations officer for the San Jose Police Department, is active in dealing with the social and economic affairs of the Mexican-Americans. He is a member of the Board of Directors of the War on Poverty, Inc., a program to aid Mexican-Americans in training and employment in California, and a member of the Advisory Board of the Mexican-American Community Service Project in San Jose.

Lino Lopez, Director

Mexican-American Community
Services
San Jose, California

Mr. Lopez was for ten years the Community Relations Consultant to the Denver Commission on Community Relations and was a delegate to the 1960 White House Conference on Children and Youth. He was chairman in 1960 of the Migratory Legislation Committee for Colorado and was appointed for 1962-63 to the U. S. Civil Rights Committee, Colorado Advisory Committee.

Albert Pinon

Licensed Real Estate Broker
3642 Vista Del Valle
San Jose, California

Mr. Pinon, a Mexican-American citizen, is the National President of the Community Service Organization (and the President of the San Jose Chapter), Commissioner on the City of San Jose Human Relations Committee of the California Social Welfare Board, is Vice-President of the Economic Opportunity Commission of Santa Clara County, a member of the Mexican-American Community Services Agency, on the Board of Directors of the Mexican-American Unity Council and Chairman of its Farm Labor Committee.

Bernard Valdez

Manager of Welfare City and County of
Denver, Colorado

Mr. Valdez served as Field Representative for the Larimer County (Colorado) Farm Labor Relations Board and as Manager for the Taos County Cooperative Health Association in New Mexico. For ten years he was Project Manager for the Denver Housing Authority. He is a board member of the Colorado Urban League, the Latin-American Educational Foundation, and Denver's War on Poverty, Inc. He is a member of the Governor's Advisory Committee on Junior Colleges and a Board Member of the Advisory Council on Equality of Educational Opportunity in the Denver Public Schools.

TEACHERS AT LARGE SESSIONS

SPANISH-SPEAKING ORGANIZATIONS

Todos los ciudadanos son "Maestros-en-Grande." Todos estan ligados en enseñar, por mediode acto o reaccion, y comparten el honor o infortunio de la escuela-comunidad. Usted es un Maestro-en-Grande. Hace el clima de la opinion en las cuales se hacen decisiones y se toma accion.

"I am working specifically for the Spanish-Speaking community, which is composed of over 90% of Mexican-Americans. I work for this group but not at the expense of other ethnic groups.

I am glad to have participated in the recent School-Community Conference on Teachers-at-Large. The exchange of dialogue that resulted through the participation of people with varied points of view made the Conference well worthwhile.

I have but one complaint. The Spanish-Speaking were not included at all levels of the Conference.

Considering that the persons of Spanish-Speaking surname comprise about 2,000,000 persons in the State of California, 15% of which have had no schooling at all, and that more than half of the men of Spanish surname and almost half of the women 14 years or older have not gone beyond the 8th grade is reason enough to have some Spanish-Speaking/Surnamed person presenting the educational problem of the Spanish-Speaking.

Let us take this a bit closer. In this School District, there have been land there are children who enter grade school from families who have not taught the child English because they themselves know little or no English. First of all, the child must learn English to a degree that has taken the other children at least 5 years to learn. Furthermore, this child is required to forget Spanish because knowing the Spanish language necessarily makes him "problematic." If he is bright enough he might learn English to the degree that he will be given the opportunity to enter college preparatory courses when he enters the 7th or 8th grade, at which time, he will be counseled to take Spanish as a second language because, "It will be easy for you to learn." If he is not bright enough no one will give him the special attention he needs and is a potential push-out by the 7th or 8th grade.

You as an educator know better than I the importance of being able to function properly in the English language.

The transition from Spanish to English with little or no help, the negative attitude of the teacher, the inability of the parents to help the child because they themselves know little or no English, and the ridicule toward the child from fellow students because he has difficulty with English are but a few of the reasons why so few persons of Spanish surname attain the grades to enter college; to the extent that there are only 178 students of Spanish surname out of some 26,000 students in the University of California at Berkeley, some of which come from South America.

These are example of some of the educational problems which could have been disseminated to some 800 persons and they were not. Thus, I restate that the Spanish-Speaking were not included at all levels of the Conference."

Lawrence A. Gonzales
Chairman, United Council of
Spanish-Speaking Organizations

APPENDIX SECTION I

Pivotal Articles Distributed at the Institute

THE MEXICAN-AMERICAN: *

A NATIONAL CONCERN

ERNESTO GALARZA

The Mexican-Americans proper have all the characteristics of recent immigrants. Having come from backward rural sections of Mexico and having distinctive racial features of their predominantly Indian ancestors, they find it difficult to assimilate into, or to be accepted by, the dominant American group. Although concentrated in Texas and California, they have spread throughout the entire Midwest, and have made their homes in urban as well as rural places in this country. Wherever they are, however, they are treated as the group furthest down, matched in low social status only by the Negroes. The author of this essay is one of the outstanding leaders of the Mexican group in the United States. He presents a rather thorough analysis, in succinct and popular terminology, of several aspects of Mexican-American life.

The conditions of life and work of the Spanish-speaking minority in the United States are no longer a problem only of the borderlands. A historical process has been at work lifting this problem above local and sectional concern. It now involves communities as distant from the United States--Mexican border as Chicago, New York, and Detroit. It shows up in the rural slums that lie on an arc stretching from Arkansas to northern California. It is documented in federal reports on employment and in community conferences on human relations in the urban industrial East as well as the rural agricultural Southwest. It has become a skeleton in the closet of our Latin American policy.

* From "The Mexican-American: A National Concern. Program for Action," Common Ground, 1949.

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The Mexican agricultural migrant and itinerant railway maintenance worker have been the primary agents in this process. Over the past fifty years they have moved into practically every state of the UNION. Today, while the bulk of over 2,500,000 of this minority is still anchored in California, Texas, Arizona, and New Mexico, thousands can be found in Illinois, Michigan, Ohio, Pennsylvania and Kansas.

Within the group, the inferiority complex has been disappearing. From the uncomplaining ranks of Mexican "stoop labor" have emerged trained men and women to spoil the myth of the innate servility and incompetence attached to this group, with some romantic concessions, by finance farmers and railway corporations that long have exploited them. Two world wars proved the courage, tested the loyalty, broadened the experience, and tempered the will of young men born and bred in a no-man's-land of social rejection and lack of civic opportunity for adult citizenship.

In the cotton fields the truck farm, and the corporation ranches, as well as in the armed services, the Mexican has mingled with other minority groups more experienced in the defense of human rights and dignity, especially the Negro. He has rubbed shoulders with the militant Nisei GI's who did not come back from Monte Cassino to take it lying down. Through these contacts, methods of action have been learned and technics of organization have been discovered and communicated. The language of protest, pure and simple and almost always unheeded, has been supplemented by self-education and the discovery of the methods of redress available in the larger society by which he is surrounded. In this process not a few Mexicans have discovered the weaknesses of civic and political organization, locally and nationally,

as well as the mirages of international relations which have affected their welfare. For half a century they have experienced, intuitively rather than rationally, the red tape, obscure diplomatic deals, misrepresentations, and legal taffy in which the civil liberties and economic opportunities of Mexicans in the United States have been entangled. But as the American school system has inevitably rescued a few of the more fortunate ones from the colonias of the rural countryside or the gashouse districts of the large cities, understanding has become more rational, supported by knowledge and experience.

As the individual capacity of certain Mexicans has been developed and as their collective insight has become sharper and more meaningful, the attempt to stop the clock on them by some social groups has also taken on different forms. In Washington an Associated Farmers' lobby prevents the extension of social security, minimum wages and other forms of protection to the Mexican rural workers. The same lobby inspires highly confidential agreements with the Mexican government for the recruitment of Nationals or braceros, whose major strategic function is to depress wages in California and Texas. Men who are highly sympathetic to the policies of the Associated Farmers sit securely in control of the machinery of the Inter-American System, thereby heading off constructive multilateral action to tackle the problems of inter-American labor migration at its roots.

On this and other aspects of the changing context of the problem of the Mexican minority in the United States, an abundant literature has developed. This literature runs all the way from the serious, compact, and sustained scholarship of Dr. Paul Taylor's studies to the

articles, newspaper accounts, and books of the "protest" type. In between are the shelves of catalogued masters' and doctoral theses, government reports, case studies, and monographs numbering thousands of items. Bibliographically, at least, the Mexican minority has come of age.

But now the time has come for this minority to find the connection between the library card index and life. In the living and working conditions of this group certain problems have been isolated, defined, studied, and analyzed. Now they must be resolved. Which are most urgent?

Wages and Income

The Mexican agricultural workers, as well as those who work in the manufacturing, transport, and service industries, fall into the lowest income class. The purchasing power of semi-stable agricultural workers in California and Texas is comparable to that of the sharecroppers of Arkansas and Mississippi. As a group the Mexican workers have not been able to shake off the tradition of "cheap labor." Wage discrimination based on race has been uncovered by federal investigators even in the mining industry. In the absence of adequate wage and income studies of the group, the economic status of the Mexicans can be verified by simple observation of their absenteeism, indebtedness, unpaved streets, and the almost total absence of decent recreational facilities for the whole family immediately type the average Mexican community.

Employment

In the urban centers, the Mexican still finds barriers to the better-paid jobs. In industry individual skill is not infrequently discounted because of color. Employers in the service industries, where

"the customer is always right," yield to prejudice and close certain avenues of economic advancement to dark-skinned citizens of Mexican ancestry. In agriculture the employment situation is somewhat less subtly arranged. The Mexican field workers, by and large, are dependent on contractors, whose controls of the total social life of the group are all-prevading. These contractors are the bridge improvised by the boss-culture of the employers and the servant-culture of the workers. The labor power that passes back and forth over that bridge pays a heavy toll in the form of petty larceny, short-weighing, usury, wage competition, rent gouging, company-store profits, alcoholism, and other types of catering to starved human needs. Even where the contractor happens to be a decent fellow, or where the corporation ranchers go into the labor market themselves, the Mexican farm worker fares little better. He may expect, as he has found in California, that the corporate interests will move into the machinery of farm-employment placement, through which in part, the labor market can be kept in a profitable state of over-supply.

Foreign Labor

Since 1942, a new element has been added to the wage and employment situation of the Mexican farm workers in the United States. This is the recruitment of braceros or Mexican Nationals, through agreements between the government of Mexico and the United States. These agreements were originally signed as a wartime measure, but they have been continued under the insistent pressure of the agricultural employers' associations who were looking for a counterpiece to the wage demands of Mexican

workers long resident in this country.

Stripped of technicalities, the recruitment of Nationals is a new phase of the old quest for sources of low-cost, inexperienced, unorganized mass labor power. The original intention of the agreements as understood by some of their early advocates; the protection of wages and living standards as well as civil rights of imported workers and domestic labor in time of great national stress, has been sidetracked. Instead, there is now the concept of "task forces" of Mexican Nationals, maneuvered in divisions of 5,000 or more, and assigned to duty in any state of the Union where local Mexicans, Negroes, Filipinos, and Anglo-American whites threaten to organize or ask for higher wages.

The negotiation of these agreements, practically behind closed doors, and the determination of the conditions of such employment by self-appointed arbiters in Washington and Mexico City, establish a form of international economic government practiced without the consent of the governed--in this case the millions of agricultural workers whose wages and standards are immediately affected by such agreements. Relief from this kind of misgovernment has not yet been found by the Mexican workers in the United States, either through Washington officialdom or through the present administration in Mexico City.

Inter-American Standards

Since the wartime bracero agreements have been repeatedly hailed as a shining example of the Good Neighbor policy in action, their essential function and results in peacetime must be pointed out to be a glaring violation of the spirit of that policy. This is indeed

the opinion of the former Secretary of Foreign Affairs of Mexico, Jaime Torres Bodet, stated publicly in October 1948.

By all the standards for decent living and working conditions laid down in the Chapultepec Conference and later in the Inter-American Conference of Bogota, the agreements have been an economic Trojan horse, an administrative subterfuge, and a long-run political boomerang. Here was an area in which the Inter-American System, through the Pan American Union, could have taken over administrative responsibility on a truly multilateral, representative basis. These agreements could have been drawn up with the participation of legitimate trade-union representatives. They could have been administered without yielding to special interests or political expediency. But, as it has turned out, the Pan American Union, which the workers support directly through public funds appropriated from taxes, has proved an utterly useless instrument for the maintenance of inter-American standards of work and living. In public affairs the misuse of a symbol must be challenged as promptly and as decisively as the subversion of a human right or a constitutional liberty. In this case, the kidnapping of the Good Neighbor symbolism by those who have shut the door of the House of the Americas on the workers is something to which the organized Mexican workers in the United States will have to give special attention.

Illegal Labor

There is also the widespread exploitation of Mexican workers brought to this country illegally. These so-called wetbacks number

probably not less than 60,000 in southern Texas alone. In some border areas--Imperial Valley, Brownsville, El Paso--the bulk of the unskilled farm labor is done by these people. In the San Joaquin Valley between Bakersfield and Modesto there are probably not less than 20,000 illegals. People who talk about labor pools could well describe these reservoirs of bootleg manpower as labor quicksands, for in them all efforts to raise income for the agricultural worker flounder.

Up to the present, the burden of blame and punishment for violation of the immigration laws of the United States falls on the wetback himself. He pays the penalty in the low wages he must accept, the mistreatment he must put up with the constant fear of arrest, the loss of wages if he is picked up, and the hostility of the local Mexican community. That he is a symptom of a basic maladjustment in the economies of the two countries and a victim of the feebleness of inter-American standards is not generally recognized. Moreover, it is not only the bootleg contractor and the grapevine headhunter who paves the way for the wetback. In a sense he is forced to seek better conditions north of the border by the slow but relentless pressure of United States' agricultural, financial, and oil corporate interests on the entire economic and social evolution of the Mexican nation. Inflation, rising utility rates, the agrarian stalemate, and the flank attack on oil expropriation are some of the major causes of the persistent exodus of Mexican workers.

Racial Tension

The Mexicans, by tradition and custom, are a racially tolerant

group. The acute sense of personal dignity, a Spanish legacy, strengthens the notion that no man should be judged according to his color or his race. Normally, Mexican communities in the United States have preserved remarkably well this valuable cultural trait.

But the operation of the present wage system of contracting and employment and the strategic use by corporation agriculture of race blocs to maintain and encourage racial jealousies as a means to competitive wage bidding, is injecting bad blood into normal racial tolerance. Today there is emotional dynamite lying around loose between Mexican local workers and Mexican Nationals, between Mexican Nationals and Mexican illegals--not to mention the possibilities for racial misunderstanding between Mexicans on the one hand and Filipinos, Negroes, and white Anglo-Americans on the other. Fortunately, this encouragement of racial antagonism is being held in check by the responsible leaders of all these racial groups. But for how long? Will their influence be strong enough to counteract the effects of prolonged unemployment?

Discrimination

In many communities Mexicans are still excluded from parks, from motion picture theatres, from swimming pools, and from other public places. Certain neighborhoods exclude Mexicans, however acceptable they may be culturally and professionally. There are still schools for Mexican children separate from those maintained for "white" children. In some important towns Mexicans do not patronize certain barber shops or stores. There are no "Keep out" signs, but instead of having a

pleasant greeting for Mexican customers "they make one a bad face," as the saying goes. This type of social exclusion has been responsible for a good deal of the northward migration of Mexican workers and their families. Like the Negroes of the Deep South, the Mexicans have sought the more friendly towns and cities of central and northern California, Colorado, Wyoming, Indiana, and Ohio, where prejudice does not make a specific target out of them.

Closely tied to this problem is that of segregation. The location of the hundreds of Mexican colonies--invariably marked by the railroad tracks, cactus patch, city dump, and employment bureau signs is in itself one huge, ubiquitous case of segregation.

Housing

This leads directly to the problem of housing, typically resolved by the Mexican workers in their patchwork neighborhoods commonly called colonias. Usually lying outside the corporate limits of the towns and cities to which they are attached, these neighborhoods cling to the surrounding countryside like gray desiccated barnacles, from which some unseen inexorable hand constantly squeezes the vital humors and amenities of community living.

A trip through one of these colonias is easy to make. Any motorist traveling along US 99--California's Main Street, as it has been called--can see these typical California rural slums from the windows of his car. From the upper stories of the better hotels in Fresno, Modesto, Sacramento, or Bakersfield, good views can be obtained of shack rows, tent settlements, and privy subdivisions occupied by Mexican families. In the Shafter colony of Mexican agricultural workers the stench from

backyard toilets in summer is intolerable. In the heart of the Mexican colony of Bakersfield, young children play barefoot in sewer water backed up by winter rains. The colonias rarely are taken into account in public-housing projects. They have become normal sights. But public agencies and social workers know that these areas are foci of disease. On the tuberculosis maps the black dots are heaviest in the Mexican colony.

Education

The educational problems of the Mexican minority are of two basic types--the extension of educational opportunities to the young, and the creation of adult education programs adapted to the needs of these communities. So far as the children are concerned, education and child labor are waging, now as in past years, a bitter struggle for the young mind. The tent schools of San Luis Obispo County in California are better than what most counties in that state provide for the children of wandering Mexican pickers. But they are also mute reminders of the inability of local, county, state, and federal authorities to provide these young American citizens with decent facilities for learning.

The adolescent and college-age Mexicans today represent a reservoir of possibilities for leadership that has not been recognized. Hundreds of young men and women who have somehow survived the attrition of the crops and the economic pressure on the home and have finished high school can go no further. They represent what the American way of life can do at its best, even against the underlying resistance of finance farming, the international traffic in low living standards, and the other complexities of the loss culture.

Civil Liberties

The degree of enjoyment of civil liberties and constitutional rights varies with the nature of sub-groups within the Mexican minority. Lowest in the scale are the wetbacks, the illegals, for whom there are no rights. Next come the nationals, whose rights are defined by contract and occasionally enforced by a weak bureaucracy of United States and Mexican officials. Then there are the long-resident Mexicans who have never become citizens. They are reluctant to demand protection or to insist on their constitutional prerogatives because their status, too, is vulnerable.

The Mexicans have probably not missed any of the forms of mistreatment and violation of civil liberties that have been visited on the other minority groups in American life. Thus far, however, they have failed to develop strong institutional resistance to such invasions.

Community Relations

The relationship between the Mexican minority and the dominant elements has generally been a punitive--inquisitorial one on the part of the latter. It is interesting to note how the Mexicans shirk from contact with even those agencies of the dominant group that are intended to "do good". These agencies too often approach the Mexican client with a questionnaire in hand. Being questioned, for the Mexican worker, has too often been but the first step toward being arrested. Hence the reluctance of the Mexicans to ask for relief, to apply for medical assistance, or to have any truck with the formidable apparatus of any federal agency. The machinery of government, to the Mexican, has been

something to avoid. It must be met only when it comes at one aggressively in the war dress of a cop. What lies across the railroad tracks can be left well enough alone.

But the dominant community is there. And so is the Mexican colonia. What adjustment there is has been worked out by the contractors on the economic level, by the survival of patriotic and cultural traditions that have worn thin, and by a silent skepticism toward the questionnaire-state that lies across the tracks and runs the show.

Rural and Urban Relations

Many important Mexican communities lie in the heart of metropolitan areas. In Los Angeles, Chicago, and San Antonio they have often been engulfed, sometimes bulldozed out of old quarters to make way for swank subdivisions or modern highways. Mexican centers of this type play a multiple role. They are winter havens for the migrant workers that criss-cross the land in spring and summer. They provide a steppingstone from farm to industrial employment. They bring the young people into closer and more intense contact with the dominant culture. Here the rural attitude dissolves into an urban resentment and a mental confusion created by the economic and social conditions which face all city workers. One result, for the Mexicans, has been the separation of the urban from the rural groups, so that the full force of the Mexican community has never been brought to bear on the problems they have in common. The urban Mexican has never reached, as has the urban Negro, toward the rural Mexican so that both could improve their status. This gap is one that has not been sufficiently noticed by Mexicans themselves or by non-Mexicans who have attempted to work with the group.

Political Impotence

From what has been said, it is not surprising to find that the Mexicans are a political nonentity in the United States. Though many thousands of them are citizens by birth or naturalization, they keep clear of political obligations and therefore do not take advantage of political opportunities. There are counties in the Southwest where the Mexicans could theoretically swing the results of an election if they registered and voted. But too often they do not. This in turn means that state and federal legislation rarely takes them into account. Even in municipal affairs it is uncommon to find spokesmen for the Mexican. Therefore all pleas to the state governor, the President of the United States, the legislature, or Congress must be based on considerations of high human sentiment. In the American political system, however, such sentiments have always been found to fare much better when supported by precinct organization and votes in the ballot box.

Trade-Union Organization

Perhaps the most serious weakness, and by no means the least important of the problems of the Mexicans in the United States, is their lack of economic organization.

The Mexican workers, both in industry and agriculture, have given sufficient proof of their understanding of solidarity among workers. They have shown that they can take every form of violence which vigilantism in this country has been able to devise. Mexican workers in Imperial, Salinas, and Orange have sustained industrial disputes single-handed against the combined police, political, and propaganda resources of finance-farming and corporation ranching. But as yet

they have not solved the problem of union-organization. The attempt to set up separate unions on racial lines has been disastrous. There is a language barrier. The labor movement itself until recently has taken a somewhat benevolent interest rather than an active organizational concern in Mexican workers.

In the field of agriculture, there are still other difficulties. There is the myth that farm workers are unorganizable and Mexican farm workers twice so. Farm wages are so low that the monthly union dues seem a heavy tax on the workers. There are long periods of unemployment when union obligations can be met only at considerable sacrifice. A trade-union of farm workers must face and meet assaults on its security ranging from local irritation, through state legislative attacks, and up to international maneuvers to swamp local living and working standards.

Nevertheless, the problem of union organization must be solved. The economic education of the Mexican worker is much more advanced than his cultural assimilation or his political experience. The union is his most vital point of contact with the large community . . .

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TEACHING NEGRO HISTORY: A DUAL EMPHASIS

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TEACHING NEGRO HISTORY: A DUAL EMPHASIS

The rising interest of educators in methods of incorporating the Negro into regular instructional programs can only be welcomed by those who recognize that such incorporation is long overdue. Multiracial readers and other instructional devices now being used in classrooms will help to correct the general assumption that the Negro has had little place in the making of America. In addition to the usual instructional devices there is a growing interest in teaching Negro history to young people in order for them to gain a more balanced perspective on the role of the Negro in the history of America. This failure to teach American history as it actually occurred has left most Americans with the mythical belief that "the Negro has always been a nonentity in the life of the nation, that as a social being he has always been ineffective as he has been, until recently, invisible." ¹

The emphasis upon teaching the proper role of the Negro in American history is not new, however. For years Negro history has been taught in the South as a regular part of the curriculum in Negro high schools and colleges. It is only recently that educators have come to recognize the value of teaching Negro history as a regular offering to all students, particularly in urban school systems where Negroes constitute a significant proportion of the students. It has long been recognized by those responsible for teaching Negro history that such courses fill a profound need in the lives of the students. There is a considerable body of evidence to indicate that the Negro is characterized by a personality structure which has strong negative components and these are reflected in a high level of self-hate. ² This lack of a positive

sense of group indentification is related to other profoundly significant elements of Negro life in America, such as high levels of in-group aggression, and low levels of performance in institutionalized settings--particularly the schools.³ The cycle of self-hate and low performance in schools is perpetuated by teachers who are equally ignorant of the true role of the Negro in American life and who in their behavior manifest attitudes and beliefs which further discourage Negro youth.⁴ Thus some educators have recognized a need for courses to offset the negative features of Negro life and promote positive identity and motivation. The proper teaching of Negro history can provide both identity and motivation.⁵

Traditional approaches to the teaching of Negro history, however, leave much to be desired so far as their ability to correct the effects of the devastating negative features of Negro life is concerned. Most approaches to Negro history consist of a survey of the contributions of the Negro to the development of America and they focus on inventions and discoveries by Negroes, great Negro heroes, the Negro in American wars, and similar subjects. Such approaches often provide the student with little more than a knowledge of names, dates and events, all of which concern Negroes.⁶ These attempts are based on the assumption that knowledge of the history of the Negro will provide a positive sense of identification, and leave the student with pride in his social heritage,⁷ and these are profoundly needed in the Negro community.

These approaches, however, ignore the fact that the lack of a positive sense of identity, the lack of pride in the social heritage, and deep feelings of self-hate are not only a result of the distortion of American history in such a way that Negroes have

not been properly included. The problems so evident in Negro personality and motivation are also related to the devastating living conditions under which the vast majority of black Americans must labor in a society which is rapidly moving toward higher levels of production and technology. Even those with the most positive sense of identification and social heritage would be profoundly affected in a negative way if their everyday lives were characterized by the constant round of poverty, deprivation, poor housing, sanitation, and health which is the lot of so many Negro youth.⁸ Thus we would hold that any program of Negro history which attempts to ameliorate the effects of the negative sense of identity of Negroes must, at the very minimum, provide an understanding of the true role of the Negro in America, and also an understanding of the causes and consequences of the contemporary life of the Negro, and we hold that the relation between the history of the Negro and the contemporary situation of the Negro must be made explicit in the teaching.

In designing a program of Negro history for adolescents we tried to take account of these considerations. The program involved 30 junior high school youth with leadership potential, and was designed to motivate them to become participants in community programs with a view toward future leadership. For one month during the summer the youth attended daily two-hour sessions, where they spent one hour studying Negro history and another hour learning and practicing leadership skills.⁹

The program was designed to improve the self-concept of the participants by providing them with a fuller knowledge of the role of the Negro in American history, and also to increase their understanding of the nature of their everyday lives so they would feel that

they could overcome the many obstacles they encountered. Our review of the literature on American history in general and Negro history in particular confirmed our belief that the presentation of the Negro in most schools distorted the role of Negroes in American life and history and thereby severed the tie between the youth and their social heritage. Our review of the conditions in the community from which the participants were drawn also indicated the nature of the problems they met daily which only exacerbated their severance from a meaningful past.

A comparison of 1960 census data from the entire city of Richmond in comparison with the two census tracts from which the young people came revealed some startling differences and highlighted the general conditions in the community. The youth came from a community where the persons per household was 22 percent of family income for the city. Furthermore, while 80.6 percent of all children under 18 in the city lived with both parents, only 69.7 percent of the children under 18 in the subject population lived with both parents, a clear indication of the high rate of family break-up in the area. The population of the area from which the youth came had almost 3 years less of median years of school completed for those over 25, and the unemployment rate for males was 23.5 percent as compared to 8.4 percent for the total city male population. These simple statistics indicated that in an average day the youth in our program were likely to encounter major social problems related to family disorganization, low levels of education, and high levels of unemployment and poverty--problems about which many non-Negro youth would have no knowledge. While we could not explore their awareness of problems in advance, we assumed that most of the youth in the program would have a sense of alienation and self-hate, not only because their cultural heritage had been distorted,

but also because of their daily experiences in the community and in the school.

Our analysis of the families of the students revealed that our assumptions were correct. Of the 21 families for which we had information 8 of them were broken by the absence of the father. While some students came from small families, most of them had large families, and the median number of children per family was 7.0%. Thus we found that our participants came from families with problems similar to those of families in many low-income Negro communities.

The program of Negro history was organized in such a way as to trace the general background and cultural heritage of the Negro, and use this as a matrix for a discussion of the contemporary situation of the Negro. While there were no prior arrangements made for assessing the effect of the program upon the students, a later article will discuss their responses and the reported effects in some detail. The Negro history section covered the following subjects:

- Slavery
- Slave Revolts
- Abraham Lincoln and the Emancipation Proclamation
- Reconstruction
- The Rise of Jim Crow
- Anti-Negro Thought in the Early Twentieth Century
- Booker T. Washington
- W. E. B. DuBois
- The NAACP
- Black Nationalism
- The Nation of Islam
- The Negro Family
- Unwed Mothers
- Lynching
- Race Riots

Some of these subjects were wholly historical and others were more contemporary. As much as possible we tried to incorporate the outstanding heroes and events of Negro history into the more general presentations when relevant. In dealing with contemporary issues we

always spent the initial moments establishing the relationship between the historical matrix and the current situation. For example, we linked the present characteristics of the Negro family and the pattern of illegitimacy to the family life of slaves, the conditions faced by freedmen during Reconstruction, and the rise of the Jim Crow law which prevented a man from properly supporting his family and led him to desert. When we discussed race riots we argued that there are distinct similarities between the social conditions related to recent outbursts of social violence in black ghettos, and the social conditions related to slave revolts. We talked about early twentieth-century anti-Negro thought as the matrix within which the parents and grandparents of those with whom the youth must deal--such as teachers and social workers--were raised, and how such a matrix helped to shape their thinking about Negroes. We also showed how this phenomenon helped to shape the thinking of Negroes about themselves. This presentation led into a lengthy discussion of the epithets, based on physical characteristics, which the youth tended to throw at each other. In this way we tried to reach both of our goals--a more favorable self-image and a deeper understanding of their daily experiences.

We found that the most successful procedure for maintaining interest was to start the session by raising some crucial questions, outlining an answer to these questions in about 20 minutes, and then discussing the subject and its implications for their daily lives. Needless to say, some of the subjects held the students' interest much more easily than others and the discussion would occupy the entire remaining period, and in other cases there was little discussion. It was gratifying to note that some of the students--often those defined by the schools as behavior problems--asked the questions which we wanted

asked, and as the program neared the end students were relating personal experiences or the stories of their parents which illustrated the points we were making. This gave us some feeling that we were making progress toward our goals.

One session which excited considerable interest among the students was the discussion of Abraham Lincoln and the Emancipation Proclamation. We opened the session by giving the students three views of Lincoln. The first was the familiar image of the benevolent emancipator, the second was the view presented in an advertisement by the White Citizens' Council in a San Francisco newspaper in July 1964, and the third the negative view of Lincoln presented by some historians. These views generated interest in that they indicated some basic contradictions in the various interpretations of Lincoln, and it led the students to question their own ideas. We then posed three questions: (1) What did Lincoln think of slavery? (2) What did Lincoln believe about Negroes? and (3) Why did Lincoln issue the Emancipation Proclamation? The students were very attentive throughout the entire presentation and carefully took notes, the discussion session went well past the hour. The description of Lincoln's precarious path to Emancipation led them to the view that the Negro's freedom was not easily attained nor was it inevitable. Consequently many students resolved to make more effective use of their freedom. In this session we also discussed the life and work of Frederick Douglass. We felt this was one of the most successful sessions in terms of a positive self-concept and motivation. Many students felt they had learned something they would not get in school, and they had knowledge which could be used in classroom discussions in American history.

General impressions indicate that a program of Negro history which

had a dual emphasis was well-received and appreciated by Negro adolescents. The initial emphasis was upon establishing a positive sense of identity by presenting a balanced account of the role of the Negro in American history. The secondary emphasis was upon overcoming a sense of fatalism by providing some understanding of the many and confusing events in the everyday lives of the youth. Currently this program is being improved to give a more cohesive and comprehensive coverage of Negro history and current events. The new program will be used with adolescents, adults, and inmates of a state prison. A future article will discuss the impact of this approach upon the individuals involved.

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PROBLEMS IN RACE RELATIONS IN RICHMOND:

An Address to the Richmond Commission on Human Relations,

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* Portions of this report have been drawn from documents prepared by the Richmond Youth Project Research Staff. Particularly extensive use is made of Robert Wenkert, "A Historical Digest of Negro-White Relations in Richmond, California," Alan B. Wilson, "Consequences of Segregation in a California Community," and Robert Wenkert, John Magney, and Ann Neel, "Two Weeks of Racial Crisis in Richmond, California." Analyses have been supported by grants from the Office of Economic Opportunity (CAL-CAP-66-9602) and the National Institute of Mental Health (MH-00970).

PROBLEMS IN RACE RELATIONS IN RICHMOND

I feel some diffidence in addressing a group of concerned and involved local residents on the backgrounds of race relations in Richmond. It's rather like "carrying coals to Newcastle"--although what I have to offer is not intended to add to your supply of social problems.

There may be some value--even for persons who have been long and actively working to mitigate interracial tensions and social inequities--to hear an outsider comment on the situation. It is easy to believe that changing times, one's own earnest efforts, and the relatively liberal views of even the public "opposition" in civic affairs, reflect fundamental progress.

But those white persons--even those who deem themselves liberal--who do not publicly participate in civic affairs (except through the anonymous vote or polls), encapsulate themselves. As one self-styled "broad-minded" person phrased it in an interview last year:^{1*}

I think (Negroes) are just as good as anyone else is. You get the good in the Negro and the good in the white. You get the bad in the Negro and the bad in the white. Normally they'll be friends at work, but socially they'll not intermingle normally. It might be. I have nothing against them--I consider them really good people and I think they consider me the same, because we work together. We lead different lives. My kind of life and their kind of life. We're not the same. In other words, if the civil rights thing would leave well enough alone, we'll be all right. I have nothing against the Negro. They're just as human as everyone else is. They should have their rights like everyone else. You leave them alone, they'll leave you alone. You go your way, they'll go their way. If it comes down to where I'll have to socialize with them, it doesn't bother me if it doesn't bother them. They may have more of a complaint about social-

* Notes appear at the end of the paper.

izing with whites, there are always people who say we're better than they are. The Negro may feel the same way for all I know.

This "live and let live--but don't bother me" stance is most characteristic of the middle-of-the-road Richmond population. "Don't bother me" means to keep things as they are, in separated worlds.

Another respondent says:

Some are all right, but there's always a few bad ones in all races. If they don't bother me, I don't bother them. Like I say, they should be treated like white people. Let them work, let them vote, let them go to school. They're not asking, they're demanding, and I think it is disgraceful. I think Richmond will be all-Negro soon...

Others are more explicit in their desire for isolation and I feel they have their place, but it's not next door to me.

...I think there is a time and a place for everything...I prefer a white neighborhood. Those four houses across the street--a "nigra" will probably move in over there...

And then, of course, a small minority would not contain their virulent hatred, aversion, and stereotyped perceptions.

The passage of Proposition 14 in this community a year and a half ago, despite the united and public opposition of the press and civic leaders, and presumably by almost all Negro voters, by a margin of 56% in Richmond and 78% in neighboring San Pablo reflects the predominant concensus among whites to segregate and ignore Negroes.

It is not surprising that the sentiments expressed by whites are reciprocated by Negroes. But there is, of course, an important difference. White animosity is gratuitous; Negro hatred is a response.

I like those that act like they like me; and to hell with them that don't.

They think they are better than we are. I don't like them because they don't like us. I hate them for the way they treated us and the way they are still treating us.

We are just the most hated people in the world by the whites and the whites are just the most hated people in the world by us.

This response on the part of Negroes is not only a response to their perception of white sentiments, and the inter-personal "etiquette" of race relations; but also, and primarily, a response to their lack of opportunities in the social structure, and their treatment in established social institutions.

In answering the question, "Are Negroes and whites treated the same in school?" a typical response was:

Honey, don't be no fool. When have you ever heard of anybody, school or not, that treated colored the same?

They were giving my daughter a bad grade because one day she left a project at home. The school gave the white kids a chance to get theirs, but my daughter got an F. I cursed them out, but she still got that F. The bastards!

The teachers don't take interest in the students. They don't encourage the students. And, furthermore, I think they should give the students more homework. I could go on and on, but I would get so mad so I won't say any more.

I've talked so far about current subjective sentiments and personal perceptions in race relations although I was asked to present background data. But it should be clear that I'm not reviewing dead history. The segregation and effort to insulate Negroes by whites in this community, and the perception of unequal opportunity and treatment by Negroes, is reflected in the events and statistics of the past quarter of a century in Richmond.

As late as 1940 Richmond was a small, stable, semi-rural

community.² Eighty-five per cent of the homes had been built before 1930, 71% of them before 1920. Less than 1% of its population at that time was non-white. In December, 1940, the U.S. Government announced that thirty 9,000-ton freighters were to be built in shipyards to be constructed in Richmond. The influx, as you know, was enormous. A sampling at the Kaiser shipyards showed that about half of the newcomers, both white and Negro, came from Oklahoma, Arkansas, and Texas.

The population as a whole quadrupled. The Negro population between 1940 and 1947 increased 5000%, from 270 to 13,780; and from less than 1% to 14% of the total population.

From the outset the Negro population of Richmond has been segregated. Most of the 270 pre-war residents lived in North Richmond. They worked as domestics and at unskilled labor. During the war years, the housing projects in South Richmond and the isolated North Richmond community were the only places where Negroes in large numbers could locate. Although only 20% of the project residents were Negroes, they were segregated within the project--certain units having been set aside for Negro tenants.

The reception of the Negro wartime immigrants into this community was symbolized by signs in restaurants and hotels: "Negro patrons not wanted." The city's views on the incorporation of Negroes is revealed in a controversy that developed over the establishment of a USO club for colored servicemen. On May 20, 1943, the Richmond Independent announced the USO's intention to open such a club in an unused hall in Point Richmond, to begin operations on June 1st. Nothing further was written about

the club until May 25th, one week before the proposed opening, when the Independent published a long article on the subject, from which the following are excerpts:

No further action will be taken to open a colored USO club at Point Richmond--a proposal which is being fought by residents of the West Side--until the matter has been studied by the Richmond Defense Recreation Council.

This was decided yesterday at a special meeting of the USO executive council which was attended by representatives of West Side residents who have signed petitions protesting the opening of the colored club. The Defense Recreation Council, it was announced by Major Ivan Hill, will meet as soon as possible to consider the question.

Two points of view were aired at the special meeting, which was held at the USO clubrooms. From the standpoint of the USO group, the opening of the colored club would be a contribution to the community, and an aid in solving the problem of the increasing Negro population here. The West Side petitioners, while approving the project, presented their beliefs that such a club should be located in a Negro section, not in a white neighborhood.

Possible solution to the controversy seemed indicated in the proposal made by James Hill, director of defense housing recreation, who suggested that a petition be presented to the Federal Housing Authority, through the local housing authority, requesting the opening of a recreation building for colored persons in the Negro section of the housing unit.

Speaking for the United Service Organization, George F. Hamilton, west coast regional executive, stated:

"It is the policy of the USO to be governed by the people of the community. We must examine every angle before we act, but the interests of any small group will not determine the final program, if it will reduce the problems of the community. The matter under discussion is the problem of Richmond, not of the USO. The community must decide upon what it wants to provide for the Negroes, the location, or if USO help is wanted at all."

The West Side location was selected by the council committee, Miss Ruth Cain, council director explained, because of its availability for the shipyard workers who would use the colored club. She added that the increasing Negro population in Richmond, which has grown from 250 be-

fore the war to 8,000 at the present time, has brought a new problem to the community. The new Negro population is not centered about the original Negro section in the north part of town. Between 20 and 30 colored persons use the local USO club every day, she added.

A whole range of practices and prejudices is contained in this article. First, there is the implication that use of the downtown USO by 20 to 30 Negroes may well have stimulated the USO to establish thoroughly segregated clubs. Second, the article implies that the influx of Negro workers poses a "problem" to the Richmond community, and that the most reasonable response is complete segregation of the races. Third, there is a suggestion of the extent to which official and semi-official government agencies let their programs be guided by local interests. Fourth, it is clear that the residents of Point Richmond were strongly opposed to any policy which would permit Negroes to enter the neighborhood for recreational purposes. Finally, it is noticeable how the suggested solution--for segregated recreational facilities--would in fact have shifted the burden of dealing with the issue off local shoulders to the jurisdiction of a federal agency. On May 26th, the USO announced that it had abandoned the Point Richmond site.

There is ample evidence that old-timers and city planners viewed the expanded Richmond population as temporary. The housing projects were, of course, explicitly slated for demolition. Hopefully the new residents would leave. In 1944 the city manager estimated the post-war population of Richmond at 50,000--less than half the population at that time. Trade unions during the war created special "trainee" positions and segregated

auxiliary locals to prevent newcomers from acquiring seniority.

Nevertheless, despite a slight recession in the total population of the community immediately after the war, the Negro population largely remained. Outside of the "western strip" from North Richmond to South Richmond (west of the freeway), almost all private housing has been available only to white families. Indeed, a Negro broker was not admitted to the Board of Realtors until 1966, when William Martin was finally admitted upon threat of court action.

The unavailability to Negro purchasers of houses in white sections of the city was demonstrated very clearly to the Negro community in the Rollingwood incident of 1952. A Negro family moved into the Rollingwood area in March of that year. On the evening of the day they moved in, a crowd of about 300 whites formed outside the house, shouting taunts at the family and telling them to move out. Friends of the family rushed to the area to protect them against the threatened violence, and the Sheriff was called to provide additional protection. After calls were made to the Governor, the Attorney General, and the county District Attorney's Office, the Sheriff provided officers to protect the family. A continued campaign of harassment took place, however, for another month and a half, consisting of threatening phone calls, taunts from passing cars, and the like. Talk about this incident was widespread in the Negro community and caused Negroes who had the resources to be fearful about buying homes in white areas.

As recently as the fall of 1964, Wilbur Gray, who has

occupied this Rollingwood home since 1952, had a bolt thrown through his picture window. Similar public evidence of the difficulties they might encounter--if the realtors were once circumvented--was reported in the Independent that fall of 1964. Harold Moore, living in East Richmond Heights, reported that someone had painted "nigger" on the side of his car, that a snake had been placed in his refrigerator the day he had moved into the house, and subsequently a cross was burned on his front lawn. Ruth Hayes of Rodeo reported that she and her husband received threatening phone calls after they decided to sell their home to a Negro family. Frances Gillis of El Sobrante received a phone call threatening to burn down her house unless she stopped renting a room to a Negro school-teacher; and the teacher, Sheila Cunningham, received a call at her school, threatening her life.³

During the five-year period after the 1960 census, the Negro population in the "western strip" has increased from 19,000 to 31,000.⁴ This has been accompanied by a decline of the white population in this area.

Thus recent figures and present trends indicate an increasing degree of racial segregation in this community. The recent census conducted by the Richmond City Planning Commission, while differing in some details from my sample survey of a year ago, arrives at the same general conclusion. My estimates for the "western strip" showed an increase from 36% Negro in 1960 to 47% in 1965, while the overall proportion of Negroes in the remainder of the Richmond School District area--including Kensing-

ton, El Cerrito, eastern San Pablo, El Sobrante, Tara Hills, Rollingwood, etc.--remains less than 1%.

One of the clear consequences of residential segregation is de facto school segregation. In a recent report to the United States Commission on Civil Rights (which was published this February),⁵ I analyzed some of the consequences of segregation in Richmond schools. This analysis is quite detailed, but I'd like to mention just one or two of the most pertinent findings. In the Richmond junior high schools, the average measured achievement in verbal tests of those who have come from the more privileged elementary schools (those with fewer than one-fifth of the children having parents who are unskilled in the nation score below them. This is true for both Negro and white children from these relatively favored elementary schools. White and Negro children from the least privileged elementary schools (where more than half of the parents are unskilled or unemployed) score at the 44th and the 24th percentiles respectively.

While most of the segregated Negro schools, here as elsewhere, are predominantly lower-class, even in the all-white schools, white children are affected by the social-class composition of their schools. Considering the children of white professionals in predominantly white schools, for example, the average attainment is at the 75th percentile for the children who had attended elementary schools with few lower-class children (albeit white lower-class children).

The effect of the social class composition of a school is

even stronger--about twice as strong--for Negro children.

These results are true when statistical allowance is made for effects of the individual student's family status, family size, IQ test score upon entering school in the first grade, and other relevant factors affecting achievement.

A direct result of this is that over one-half of the white students but less than one-fifth of the Negro students are assigned to college preparatory tracks when they reach high school.

A second consequence of segregation is its effect on delinquency. Among the 2,500 boys in the sample I was studying, 53% of the Negroes and 26% of the whites have official police records. A substantial reason for this difference lies in differential school achievement. Among both Negroes and whites, taken separately, poor school achievement promises fewer social rewards--thus reducing individual stakes in conventional means to success. But even allowing for differences in academic success, in the "western strip" more Negroes and whites are picked up than their compeers residing in the east. Moreover, the differences in self-reported delinquent acts by Negroes and whites are much smaller than the differences in official rates recorded by the police. It seems most likely, therefore, that segregation leads to differential surveillance and booking practices by the police.

I have stressed first the sentiments and acts leading to segregation, second the statistical facts of segregation, and last a few selected outcomes of segregation. The parallel to academic opportunity, of course, is occupational opportunity. It is the mundane rationale universally presented for effort

and conformity in school. I'm sure the over-all contrast in rates and levels of employment between Negroes and whites are familiar to you. According to the census, in 1950 in Richmond, when 12% of the labor force was unemployed, the rate for whites was 10%, and for non-whites it was 25%. In 1960 the over-all rate had dropped to 8%, but it was 7% for whites and 16% for non-whites.

These labor-market figures underestimate the problem by omitting those who have not recently and actively looked for work. Among non-student youths in the 15-19 year age bracket--the early school-leavers--according to our 1965 survey, 4% of the white boys and 58% of the Negroes were not gainfully employed.

The lack of a stake in the social system--the poor outlook for achievement in school and in the marketplace for youths; the sense of injustice and suspicion of public institutions for adults, underlie interracial animosity.

While not a dramatic episode, the following story by a Negro mother illustrates daily reminders of inequity of treatment:

My daughter was in the science class at her school, so she wanted to be in the science fair they have every year. At that time my niece was here and she is a chemistry major, so we decided to help her with a project doing a study of plant roots. My niece told us what all we would need, you know, all the instruments, so me and my husband spent about ten dollars for instruments so it would be real effective. She got one of these big boards that fold on each side and we made block letters for it and all. We had the whole family working on it. So the day my daughter was supposed to take it in I helped her take it because it was large and had some extra parts to it. The teacher was white--

NOTES

1. All of the quotations from interview material are drawn from verbatim transcriptions from a sample survey conducted in the summer and fall of 1965. This survey is described in Alan B. Wilson, "Western Contra Costa County Population, 1965: Demographic Characteristics" (Berkeley: Survey Research Center, University of California, June, 1966, mimeographed)
2. Extensive documentation of the historical record sketched herein can be found in Robert Wenhert, "A Historical Digest," ibid. Portions of that text have been incorporated here without explicit citation.
3. These incidents were described in more detail in the Richmond Independent, August 17, August 24, October 19, October 26-28.
4. See Alan B. Wilson, "Western Contra Costa County Population, 1965," ibid.
5. Alan B. Wilson, "Educational Consequences of Segregation," ibid., published in the U.S. Commission on Civil Rights, Racial Isolation in the Public Schools (Washington, D.C.: U.S. Government Printing Office, 1967), Vol. II.